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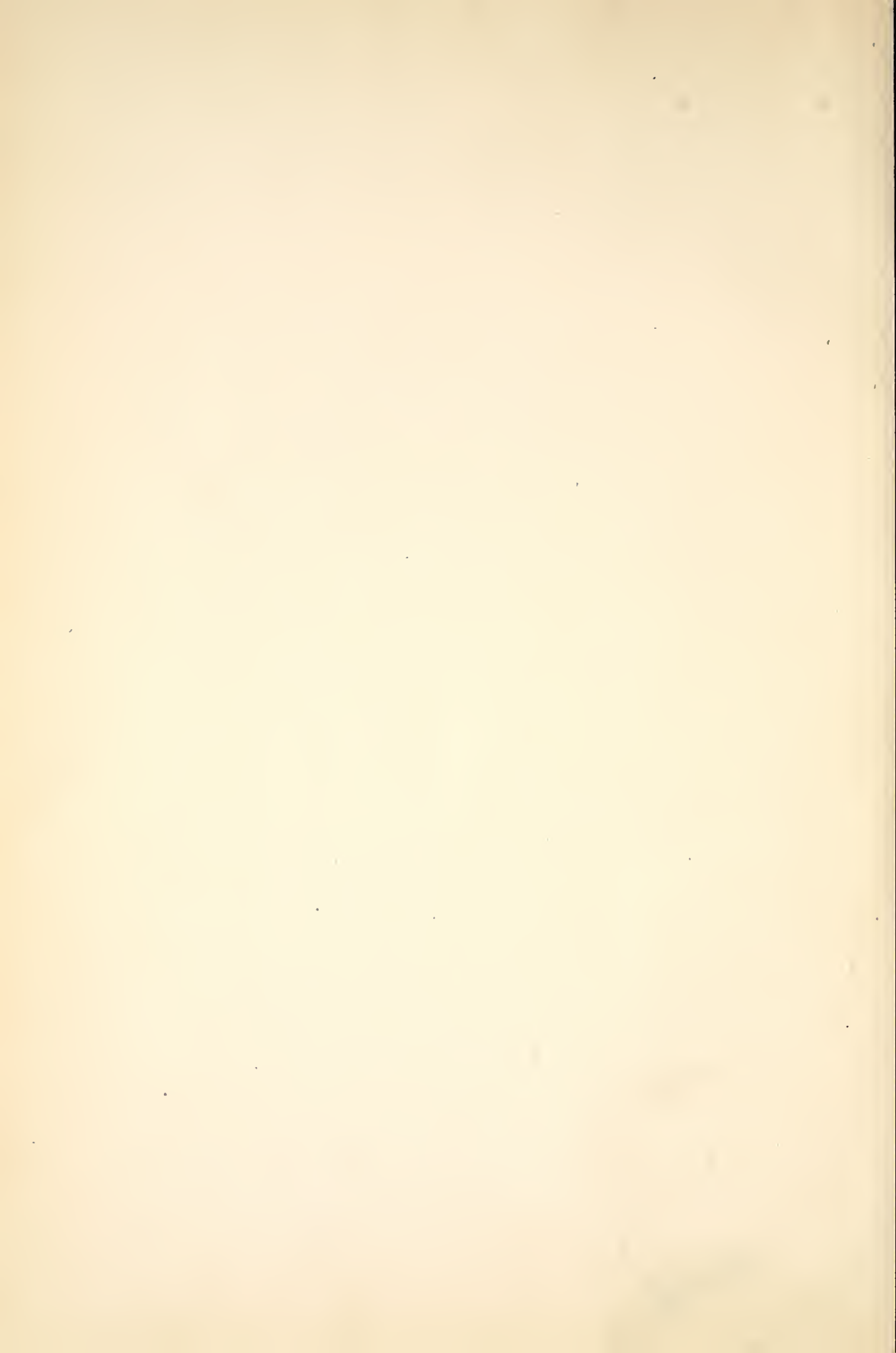
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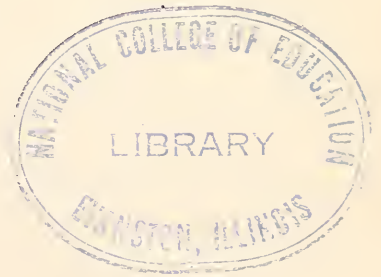
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THE
KINDERGARTEN-PRIMARY
MAGAZINE

VOLUME XXII

September, 1909---June, 1910



THE KINDERGARTEN MAGAZINE COMPANY

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The Kindergarten-Primary Magazine

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IMPORTANT

Notwithstanding that we have
announced in every issue during the
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ing to subscriptions or advertising
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NOTES ON KINDERGARTEN THEORY AND PRACTICE.

E. LYELL EARLE.



IT is the purpose of this series
of articles, which will run
monthly throughout the year,
to discuss briefly the theory
and practice of kindergarten
teaching.

We do not wish to be understood as
meaning that there is one set of principles
applicable to the kindergarten and another
distinct set that have their validity only in
the subsequent stages of the child's de-
velopment. The problem of school theory
and practice is first a general one, whose
solution is applicable to all education and,
in the second place, a particular problem
with a specific solution when those same
general principles are to find their fullest
expression in the daily plan and work of
the kindergarten.

The principles of general educational
theory and practice may be derived from
several sources. The History of Educa-
tion furnishes abundant material for guid-
ance in the selection of principles and prac-
tices when illumined by the experiences of
past ages and chastened by the exacting
contact with real life. The selective pro-
cess of this well tested practice makes cer-
tain great truths stand out prominently,
eliminates the useless, and preserves all
that is profitable in the record of former
times. A true study of the History of
Education coupled with proper philosophi-
cal insight will save the teacher from re-
peating useless experiments and enable her
to build her superstructure of the science
and art of kindergarten teaching on the
true foundations of past success.

These general principles of educational
theory and practice should always be made
to find their special application to the kin-
dergarten in any training school by the
teacher of those subjects. The habit of
looking for principles in their inception and
of noting their growth to success or their
decadence to ultimate failure will enable
the young teacher to judge present day
so-called discoveries in the kindergarten by
the standards of a vital past.

We shall not, however, give time to this aspect of the subject as that belongs legitimately to the Training School which is giving its courses in the History and Principles of Education with special reference to kindergarten application.

We shall confine our efforts in this series of articles to the study of the child on the one hand in the entirety of his nature as a re-acting organism, noting particularly the physical and mental qualities of children up to the kindergarten age with emphasis on the significance of these characteristics in the light of genetic and experimental psychology.

If kindergarten teachers in particular become familiar with the special characteristics, both physical and mental, of the normal child of the kindergarten age they will be making their first step toward an intelligent understanding of the material and method of caring for that child at this particular period of his life. Furthermore, if on the other hand they study the actual life he leads in his attempt to interpret life about him in terms of his own propensities and interests, they will have a second known quality in the solution of many of the problems of kindergarten theory and practice.

It is possible that we kindergartners are not sufficiently cognizant of the actual psychic life the child leads in the home and on the street, when free from the influence of the supervising (sometimes subduing) care of the teacher. This is what Froebel probably had in mind when he invited all teachers in those beautiful words: "Come let us live with our children," not as we so often do compel them to live with us and as we live, thus dwarfing or crushing out the best part of their young lives.

It shall be our purpose to study the child and the actual life he leads up to the kindergarten period, his tendencies, interest and needs so that our Kindergarten Theory and Practice may be based, not on our mere logical organization of what we conceive to be the child's life and living, but on the psychologic fact of his actual up and on growth.

Another aspect of the subject that we shall touch later on, somewhat in detail, is the influence of this early living of the child on his later living. In other words, we shall try to determine as far as is known with any degree of certainty what particu-

lar physical and mental activities of the child from four to eight are most likely to persist as the basis for maturer growth and resolve themselves into the fuller life of preadolescence.

It is true that this aspect of child study is still in its beginnings. The relative value of the mental and physical activities of early childhood has not yet been absolutely determined although we have much reason for believing that certain of these early and characteristic processes were of particular use in the growth of the race, and will probably be of special value in the growth of the individual child into the fullness of life.

Let us begin with the correct conception of what the child truly is. Like the adult human being he consists essentially of body and mind, and Child Study must embrace both of these aspects. It must take account of children's bodies, of the way they grow and act, and at the same time a similar account of their mental states and processes, and the interdependence and relation of these two great factors. Prof. Thorndike has this to say of children:

"It is obvious that our ordinary common sense acquaintance with people does not provide us with correct notions about children. For children are not like grown up folks. They are not miniature adults, but are in reality different beings. Their bodily make-up is different, as truly, though not as much different, as is the tadpole's from the frogs."

Says Dr. Oppenheim:

"We have been in the habit of looking upon a child as a man in small, of looking upon a man as a child somewhat strengthened, with greater experience and knowledge. Outside of these factors of experience, knowledge and strength, the child and man seem practically the same. So true is this observation that society founds its judgments accordingly; it prescribes its methods of education, of social and domestic care accordingly, it sees almost no differences outside of these adventitious ones between them.

"As a matter of fact, it would be hard to find many salient factors, beyond the most fundamental laws, in which the infant and adult exactly resemble each other. Multiply the proportions of the infant to those of the adult, and you will have a being whose large head and dwarfed lower face, whose apex-like thorax, whose short arms and legs, give a grotesque appearance. The two do not breathe alike, their pulse-rates are not alike, the composition of their bodies is not alike.

* * * * *

"On more minute examination, one finds greater and greater differences, until one comes to believe that we have been trying to see our children in a totally false light."

Our knowledge, therefore, must be of two sorts. It must be derived from the

imate observation of the child's physical and mental makeup and activities, and be corrected by comparison with the same observations and conclusions of careful workers in the field of Child Study.

It is too bad that the kindergarten which has had the child so long, and meets him so intimately has furnished so little real material for experimental psychology and scientific Child Study. Is it, perhaps, that too much importance has been attached to additional material and device, and too little to training the kindergarten in Child Study?

There are great differences in the respective years of the child's early physical growth. For the purpose of convenience we may divide these years into infancy, from birth to two years of age, babyhood, from two to four, childhood, from four to eight, early adolescence from eight to twelve, and adolescence proper roughly from twelve to twenty. These divisions are loose and do not hold for any absolute number of children and overlap each other to a very great degree when it comes to actual child observation. There is, however, a real basis for such a division. Infancy corresponds roughly to the stage of mental life in the lower animals, babyhood to the stage when general mental functions appear, and childhood to the beginning of the ability to supply physical wants with less dependence than in the first two stages. In pre-adolescence the probability is that very great changes occur. This subject is treated at full in Stanley Hall's new book on "Youth" where the emphasis is placed on the study of the pre-adolescent period. Froebel himself probably had some such division in mind when he implied a distinction between the home kindergarten with the mother as sole teacher, the nursery kindergarten with the nurse as adjunct teacher to the mother, and the school kindergarten where the work of mother and nurse begin to be efficiently organized by the trained kindergarten teacher. Are kindergartners today giving enough attention to this threefold possible aspect of the kindergarten?

It must be noted moreover, that the phenomena of the bodily and mental activities of children are not constant quantities. We are compelled here to deal with more or less probability, although the danger of error may be lessened by taking the great-

est number of probably related cases, allowing for individual differences, and by working out the individual error to as fine a degree of accuracy as possible. Another means is to select only truly applicable material and use special care in the statement of the use of this definite material in the most accurate terms. If these suggestions were carried out more carefully in observations and reports it is probable we would have very much more accurate information about the physical and mental life of children of the kindergarten age.

In a later article we shall take up the question of the causes of physical conditions in children from the twofold aspect of the inter-action of heredity and environment. We refer our readers to Prof. Thorndike's Notes on Child Study, section 20, "Children of the Kindergarten Age." The statements he makes there are applicable to our present purpose.

We do not need to have a new child's psychology. If we apply the principles of general psychology, bearing in mind, first the predominance of the instinctive tendencies in the life of very young children, the transitory nature of many of these instincts, their specific educational value as basis for permanent mental processes, and the lack of actual experience on the part of the child with objects, thoughts and feelings we shall have better insight into the genesis of physical and mental behavior of children from three to six.

If we turn to genetic psychology we will find there suggestions of value on the evolution of brain in the species, and as a consequence of the early development of the brain in the young child. In all these things the kindergartner should know the latest conclusions of science.

Prof. Thorndike gives first, curiosity as a factor in child development, second, play, and third, animal and savage traits in children. The reader is referred to a careful perusal of the Notes on Child Study for a fuller insight into Thorndike's point of view.

By curiosity is meant here the instinctive tendency of children to enjoy action and thought for their own sakes regardless of consequences. Children like to touch, pick up, drop and throw things, jump about to use each and all of the special senses, and to have ideas and fancies, all probably for the mere sake of the enjoyment of the

action and thought these give in themselves. This instinctive tendency is important, because it is a sign of instinctive response, a means of arousing such response, and a suggestion of the probable limitations of the particular child. The problem for the teacher of the very young child is, therefore, to measure these tendencies as a sign of the child's general condition, and direct and modify them for the physical and mental well being of their possessor.

Children's play is closely allied to their instinct of curiosity. It differs largely from the play of other animals. It extends out to a larger field of activity, and is a probable expression on the part of the child of the extent of his hereditary propulsions as a further development basis. The first reward children perceive from their self originated play is the pleasure of activity, and as a consequence they modify their earliest expressions of this activity to multiply the possibilities of the consequent pleasure. One of the problems of education is to select and invent games which will supplement this tendency of the child to modify his play activities, and bring about the subsequent pleasure as an incentive to further modification toward mental growth.

During the first five or six years this love of movement, and sense excitement, his ingenious explanations and superstitions about life, his carelessness of past and future suggest his mind as really that of primitive man. He is not, however, a savage in miniature. He has the hereditary deposit of civilized possibilities and civilized environment. The extent of this hereditary deposit we have no way of measuring. In many of his early traits he does represent savage tendencies, but in actual conditions of development these are seldom persistent and frequently exert no permanent influence on his future development.

The kindergarten is the systematic part in our educational system which begins the transformation from these instinctive actions of curiosity, play, and savage traits into intelligent, industrious and moral activity.

This would suggest a greater recognition in our kindergarten system of folk lore and myth, and possibly natural phenomena as material for games, songs and stories to be emphasized as construc-

tive activities to modify the kindergarten child through processes of interest into self assertion and self control. The value of this material, however, will depend on the motive of its use. Much of our myth material would make no appeal to primitive man, and probably influences children from recent acquired interests. The reason is the primitive myth can find no possibility of functioning in the life about him save in play, and its sole purpose is perhaps as we give it today to prevent the myth cell from dying through sheer starvation. If more of the primitive quantities could be injected into the myth and folk game and folk story the probability is the general power of the cell would continue in a mild species of immortality in the later development of the child's individual power. What was real to primitive man is play to our present day kindergarten child.

A further possible application of these primitive traits in early children might be a reproduction of primitive life and activities in parks and playgrounds, and in carrying on summer kindergartens under as nearly primitive conditions as possible with the direct supervision of trained kindergarten teachers. While this is impossible in the schools it may suggest to kindergarten teachers a modification of the frequently artificial presentation of the folk song, game and story in the actual kindergarten of the schools. No plea is being made here for the neglect of actual life about us, in song, game, story and occupation. On the contrary present day life must be the term and measure of all school values.

In our next article we shall take up the instincts of children from the standpoint of genetic psychology, and show how far these may be made to suggest the basis of the subject matter of the kindergarten program, and see what principles and practices we may derive therefrom in the child's ability to interpret the actual life about him. This may furnish us principles of theory and practice in reference to the child's physical and mental life and indicate how the early mental traits and activities manifested by him from the periods of three to six years of age may be utilized in a sane kindergarten theory and practice.

THE EDUCATIONAL VALUE OF MUSIC PLAYS IN THE KINDERGARTEN.

BY J. VAN BROEKHOVEN.

An attempt has lately been made to supplant the Froebel songs with new melodies adapted to his verses. This was dictated by the consciousness that Froebel's songs, as well as his pictures, were not only antiquated, but absolutely useless to meet the modern needs of the kindergarten. But this attempt is not only not an improvement, but these scraps of melodies, torn from their proper association with instrumental and larger vocal compositions of every possible source, besides some very childlike original songs, are neither a proper musical expression of the kindergarten text, nor are they appropriate as children songs in compass of voice, simplicity, charm and suggestiveness. On the contrary, they present a fragmentary, haphazard combination of music and words, in which the text and music are never blended as an organic unit of verse, music and emotional context. The mistake made by writers of children verses and music consists in the apparent fact that they start out with the conviction that "any jingle will do for children." Of the kindergarten verses Sully says: "Children's verses, so far as I have come across them, are poor and stilted, showing all the signs of the ramping effort of models and rules to which the child-mind cannot easily accommodate itself, and wanting all true inspiration." And as to music Taylor holds that by virtue of its intimate relation to the finer sentiments of humanity its ethical value can hardly be over-estimated." If these facts are recognized why will kindergarten authorities permit the use of so much useless, ineffective, and poor material in the verses and songs to be presented in the daily work of the kindergarten? Surely Froebel's ideals, as to the educational value of verse and music, are not realized by this superficial material. Music has been cultivated too much as an agreeable variety, a welcome relaxation in the studies of the child. It is not so much as to what music instills into the child but as to how much it will entertain him, and relax him physically. In this lies the short-coming of the application of music as an educational

factor in the child life. The child receives no idea of music as a thing, as a corporal demonstration of an inherent mystery. "The human mind in its first stage of development must have corporal demonstration; ideas must be presented to it in visible images," says Miss Wiggin. Now in the association of music with song and movements in the ordinary kindergarten species, music as a corporal thing, or the mysterious agent of the emotional and ethical force on the child, is lost sight of: in fact in this connection—presented as it is—it loses its chief and most influential educational value.

In my article in the June number of the Kindergarten-Primary Magazine I have given a broad outline of the possibility of music as an educational factor in the kindergarten, and in the present article I call the attention of all teachers and all those interested in the welfare of child training to a series of articles to be published in this Magazine during the coming year, touching upon the practical side of a greater usefulness of the application of music in children plays and games. I intend to demonstrate the fact that while music has a direct influence, and possesses an inherent charm, the child will be immeasurably more interested in music if it comes in contact with the corporal factor or force which constitutes the symbol of a hidden element. This aspect can be supplied to the child just as drawing material and colors are supplied. With this most valuable distinction: that the material from which the child obtains a musical tone also contains the mystery of the musical effect. It combines, therefore, three very interesting phases of educational value, namely: it is a visible corporeal object; it embodies a musical mystery; and it serves as a symbol. Now if a child is brought in contact with objects which are convenient for such purposes he will be interested, and anxious for information. If in this state of curiosity symbolic information is supplied in the form of a game or play, the educational value will be of a far more gratifying and useful nature than can be obtained by the mere connection of music with words and movements. The child will then conceive of music as a thing of far greater significance and influence on his mind and feelings than he receives from words. It will impress him with an idea of something he

feels deeply, and is too spiritual and mysterious to treat lightly. "The pure child wonder at what is new and mysterious may at moments overpower other feelings, and make the whole mental condition one of dream-like trance," says Sully. There are many objects which would serve as musical toys to interest and arouse the child's curiosity and from which innumerable symbolic teachings, as well as scientific facts could be deduced. Among such are bells, or a series of them; tubes, or a series of them; metal staves, or a series of them; glasses, metal, panpipes, trumpet, whistles, shells, and many other objects. The practical educational value of such toys consist in their innate capacity to serve as symbols: they must allure the imagination of the child to a spiritual reality, as Miss Blow says: "The toy must stimulate creative activity, and satisfy the hunger of the soul for the ideal."

It will be my object to present in the following articles practical educational matter for use in the kindergarten or for the home. I shall describe the musical toys and their value as educational objects in the musical play of the **Do-doh Fairies**; and shall suggest a series of movements and games of a practical and entertaining nature to bring out the various phases of educational value contained in each toy. I hope that thus I will be able to stimulate a greater interest in the study of music in childhood, and demonstrate the wonderful possibilities of the intelligent application of simple fundamental principles of music as a source of mental, physical and artistic development of child-life. This plan is in accordance with Froebel's ideas of the value of music in child education, which Froebel failed to realize in his song games. The presentation will be in conformity with kindergarten methods, and will consequently appeal to all interested in child-education

THE MATERIALS OF THE KINDERGARTEN.

NOTE—This series of article began in the June number and will be concluded in the October number.

(10) A study of the psychological side furnishes us with a basis for educational method; a study of the social side, of civilization or of our spiritual environment, furnishes us with a basis for the selection of the educational material. The only method by which the child comes to understand

truly its environment and the social methods and values of that environment is through relieving the fundamental, typical or universal forms of activity which make civilization what it is.

(11) While the development of the individual is ultimately due to the self-active determination of the self, nevertheless, education as a human institution aims to direct and control this development toward the attainment of worthy ends. It, therefore, especially in the school, demands that the individual conform to (a) an intellectual, and (b) a moral order, which represent the results thus far of human achievement. In other words, even though the movement of the educational process is based fundamentally on the principle of self-activity, yet the individual life is guided and reinforced through the institutions which constitute the organism of society—the home, school, vocations, state, church, as forms of social control and repositories of the methods and values, the social habits and ideals, inherent in human experience. Through submission to and participation in the various forms of institutional life, the individual is revealed to himself as well as liberated from himself.

B. THE PLACE OF THE THEORY OF KINDERGARTEN EDUCATION IN GENERAL EDUCATIONAL THEORY.

(12) For Froebel education is essentially a process of social interaction—a process by which the life of the individual is enriched by the life of others. "Thus enriching his own life by the life of others he solves the problem of development." (*Mother Play*, trans., by Miss Blow, p. 164.)

(13) The three principles fundamental to Froebel's educational theory may be given as (a) the principle of organic unity, (b) the principle of interaction, (c) the principle of development; these are the principles fundamental in the educational process whether in the child or adult.

(14) Froebel's object in the establishment of the kindergarten was (a) the elimination of the isolation between the home and the school through the union of the individual with a wider circle of interest and activity than that afforded by the home; (b) the self-achieved development of the individual through the use of the play activities and interests hitherto neglected,

but which constitute the characteristic method of gaining experience and of social participation at that age. It may be assumed, therefore, that the kindergarten is not to be conceived wholly as a thing apart from the regular educational system, but throughout as an integral element in that system.

(15) The kindergarten, therefore, may be defined as a society of children, engaged in play and its various forms of self-expression, through which the child comes to learn something of the values and methods of social life, without as yet being burdened by its intellectual technique. Here, as throughout the educational process, the starting point is the experiences, the attitudes, the interests of the child.

(16) On the other hand, however, these experiences, attitudes, interests, and activities of the child are **organized, made significant and amplified**, (in other words, made educational) through the reproduction within the society of the kindergarten of the typical and universal experiences or activities of the wider social life. Of course, the notion of the wider social life is not to be interpreted in any narrow, static, or purely mechanical sense. The kindergarten or school must not reflect in a purely realistic sense existing social life; it must reflect also that ideal of social good toward which the wider social life is struggling.)

II.

The spiritual life of man is everywhere guided by habit, by belief, by principles or by ideals. Energy, life, spirit, are all forms of a vast process of organization—or development, as many would designate it. The human life of man requires rules and principles—and these rules and principles have in the last resort been extracted from life itself. Life increasingly takes on form, organization; experience in the long run shapes itself to that which is more comely; for even an imperfect ideal through its very imperfection urges life on to greater perfection, and the production of still higher ideals. As life moves on to life, so it is the task of art, of teaching, of religion—forces which emerge within life—to make life ideal and harmonious, not to realize artificial ideals imposed from without. Their task is not to add to human nature, but to glorify it.

It has been said above that everywhere we find life, natural or spiritual, in a process

of organization: and the rules or principles of organization are not found outside of life, but within it. It is so with what we are accustomed to call more particularly our inner life or experience: and the organization of human experience we believe to be possible in accordance with general principles. According to this view, life takes on the form, as it did with Plato, of a personal work of art, wherein the individual capacities and impulses are harmonized, and the individual life brought into harmony with the life of the intelligent regulation of life according to general principles. The Christian ideal urges a life in harmony with the life that organized in a living unity the way, the truth, the life, of life itself. In history, in philosophy, in religion, in education the final principle must be found in the principle of personality. In the process of development, then, from the lower to the higher, there is organization: the lower forms move according to no law: the highest activities of the spiritual life are given through a true realization in thought and action of the underlying principle of life itself.

Human life, the life capable through thought of intelligent direction or supervision, may be designated by the word "experience;" and before trying to indicate the significance of what precedes, certain further considerations may be noted which, if not kept in mind, may make some statements regarding the nature of kindergarten principles appear somewhat abstract or unduly far removed from so-called practice. In the kindergarten, in the school, in life, as has been urged above, every principle possessed of significance and vitality has revealed itself as a concentrated expression of tendencies of life which were moving spontaneously before they took on the form of thought or imagery. Educational experience, in whatever form, is part of life-experience, and the principles of education are simply the formulated truths of educational experience. So with kindergarten principles, and problems. The problems fundamental to the kindergarten—**what** we shall teach and **how**—the problem of materials and method—are the problems fundamental to the entire educational process. The concept of the kindergarten is by no means a simple affair, even if it could be studied in and by itself. To study it thus, is impossible, since the true educational unit is not

any one part of the educational process, but the process in its organic wholeness, consciously realized and brought home to intelligence. The kindergarten has what may be called a structure and function peculiar to itself, but both its structure and function have their place in the wider educational process.

Much has yet to be done before an adequate statement of an organic system of educational principles is reached: and that desirable end will certainly not be advanced by an uncritical method of thinking, and by an uncritical method is meant one which is not truly interpretative, using terms in untenable opposition to one another, facts without their relations being disclosed, and without some earnest attempt being made to indicate the meaning or significance of the materials it attempts to organize. In dealing with such materials, there has as yet been a sort of mechanical classification—gifts, occupations, songs, games, stories, etc., rather than organization, in which a factor would be given its true proportion, emphasis, function. For thinking of the higher type is not satisfied with a mere aggregation of materials or ideas: it demands an organization of them. Thinking is not a mechanical thing, it is essentially an organizing activity. It demands the fact, but must pass on to the interpretation.

Whatever changes are in store in educational theory, one thing is certain, that lack of a truly interpretative criticism, which means the exercise of intelligence in the organization of materials and method, soon has its day, and it has its day if for no other reason than that it brings no permanent satisfaction to those who have a serious interest in the foundations of their practice. In education as a whole at the present time we are threatened all along the line with a genial, but indiscriminating eclecticism, a sort of dove-tailing in the program or course of study. There is a further danger in the fact that too often a specious, and even a blase type of criticism follows in the wake of this easy-going eclecticism—oblivious of those very factors which many, in their best moments, regard as the most constructive and inspiring in their whole educational creed. There need be no deep anxiety, for these same factors, though torn from their context and their true significance impaired for a time, will be restored when the slower movement of a truer

criticism, unhasting, unresting in its movement, has performed its inevitable and hence irresistible work. Yet it must not be forgotten that one of the functions of thought is economy of effort and the elimination of waste.

When we speak of kindergarten principles we think of the kindergarten in its organic unity with education as a whole: **to lift the principles of kindergarten practice into clear consciousness, and to bring these principles into organic relation to the principles of education in its entirety would be the supreme test of any complete treatment.** Not by the obliteration of differences, nor the isolation or emphasis of one part of the process may we see the true inherence of kindergarten, primary, secondary, or university **in one moving central principle or process.** Under this one moving central principle all other principles, whether we think of the mass constitutive or regulative, would be shown to be organically related, and mutually explanatory.

In what has been said, attention has been directed to two points: (1) the continuity of kindergarten education and education throughout its entire course: (2) the necessity of working in our thinking towards an organization rather than a mere classification of principles operative within the materials. If we persist in simply making **classifications** of principles in turn we are bound sooner or later to work disaster both to originality in thought and spontaneity in action. In the first place kindergarten principles have their origin in kindergarten experience **and their destination lies in their further reshaping and reconstructing kindergarten experience.** They mediate from one level of experience to another. Out of experience they issue, into experience they proceed. They are kindergarten experience raised to an idea, an idea which in turn furnishes not only a standard but a means of control for future experience. Kindergarten principles are at first the formulated truths of kindergarten experience—they represent in a word kindergarten truths formulated, and kindergarten truths experimental—yet no mere **pro tem** truths, nor is the duration of their validity uncertain.

The distinction between a rule and a principle may, perhaps, be made a little clearer. In so far as an individual acts from rule or precept his full personal preference

is not accorded. There is some element within him forced, coerced. The rule may help him once or many times, but he is not perfectly free. The rule is in a sense a prescription for his activity: it is commanding, fixed, imperative. A principle, on the other hand, is experimental, rather than absolutely fixed: it is a method for action, rather than a prescription for it. The study of kindergarten principles interests itself with principles as working forces, operative in kindergarten practice, rather than as fixed forms which have become separated from practice and so hardened that their influence tends to mould rather than free the worker in the kindergarten. The value of a comparative study of forms or types should not be denied: but the value of the study is limited. The students, however, of kindergarten principles as working forces operative in kindergarten practice are those who, for the most part, must make the disinterested and scholarly interpretation, in which consists the only preparation for advance in kindergarten theory and practice. In the kindergarten we are liable to find either one of two kinds of ignorance: (1) of particular situation, materials, etc., (2) of principles. Every renewal of life within the kindergarten must proceed, not through a mere formulation of precepts of action, but through intelligent and therefore growing insight into the nature of the kindergarten as a whole. A kindergarten principle is, as has been said, the organization for thought of previous kindergarten activities; but, in being this, it has already become more—it becomes a formative, dynamic energy in the mind of the kindergartner, by means of which further organization and interpretation may be made, experiments tried that will not merely be at random, an increasing control and a deepening appreciation secured by her who is entrusted with the organization of the life in the kindergarten. However important for the individual are so-called rules or precepts—and they are important—they must become organic to that freeing of her life which comes through knowledge in the form of principles—a knowledge, wide and deep, of the real nature, the possibilities, the relations of the materials with which she deals.

So far attention has been directed to three things: (1) The dignity of the study of kindergarten principles, as part of the

study of the principles of all worthy human activity. A study of kindergarten principles, in any degree of completeness, should create a just sense of their significance in educational principles as a whole. (2) That these principles are not imposed upon kindergarten practice, but are rather normal practice raised to consciousness, patiently and earnestly thought over, reshaped, reconstructed. (3) That the intimate knowledge which brings delight in action is to be gained not through a conformity to rules or precepts merely, but rather through its capacity to free life, since it is the personal realization of the true nature and relations of the kindergarten materials and activities.

It would appear from what has been said, or at least suggested, that the kindergarten reveals itself as a concentrated expression of vital motions and tendencies which are moving spontaneously in the life about us before they take on the forms of thought, or what we designate kindergarten principles. In one way it has no peculiar gospel of its own, but it serves to illumine, as was said above, the vital motions moving spontaneously in the human life about us. It is this power of illumination that gives to the kindergarten the key-note of permanence.

The fundamental principles, the organizing ideas and ideals of the kindergarten (and these were fundamental in Froebel's thought) may be designated as these: (a) the principle of organic unity, (b) the principle of interaction, (c) the principle of growth or development. By **organic unity** is meant briefly, a many in one, or a unity that manifests itself in many parts, phases, functions, while still retaining its unity, e. g., the unity of a school, of a kindergarten, of materials, or experience. The term **interaction** is used in place of the older word self-activity, because it seems to describe the facts more exactly, for the reason that in an organic unity there cannot be any arbitrary or external action of one part on another: it is rather an interaction of the parts of the organic unity. Compare teacher and pupil, child and curriculum, materials and method. By **development** is meant the growth through the process of differentiation and integration of experience from one level to another. It will be seen that interaction and development are phases, in reality, of the comprehensive principle of unity. To understand these two means ultimately to deduce them from one

central principle—which corresponds to the organic, and organizing principle of intelligence itself. Take the phrase “development of experience from one level to another.” In place of the word “experience” take the word “experiencing.” It has two aspects: (1) **what is experiences**, and (2) **how it is experienced**. The question of development has to do with both phases, but its emphasis is on the second: How experience takes shape and moves on to organization? The contribution of the children to the movement is instinctive or impulsive activities. Through materials the teacher presents a stimulus. The first motion is along the line of the characteristic feature (or mode of action) suggested by the material or stimulus. Among the children (as in every form of life in a group) variations take place. The valuable ones are consciously selected and made the basis of activities moving to higher levels of experience. Expression of idea through technique, which transformed through comparison, emphasis, selection, criticism and reconstruction, is made the basis of a movement to a higher form, with correspondingly greater control, deepening appreciation, fuller realization of the meaning and significance of the experience to which expression is given.

(To be continued.)

THE NEW YORK CITY SYLLABUS ON NATURE STUDY.

The aims of nature study are to cultivate a sympathetic acquaintance with nature, to introduce the child to the forces of nature and to the sources of material wealth, and to develop the power of observation. To attain these aims the children should be brought into actual contact with the object of study whenever possible, either in or out of the classroom. The power gained through actual observation or by experiment will enable the pupils afterwards to represent to themselves objects presented by description.

In all grades, pupils should be called upon to find resemblances and differences in the objects of study. While the teacher should indicate the lines of research, he should as far as possible refrain from telling his pupils what they may find out for themselves. Whenever it is practicable pupils should be required to sketch the object they are studying.

Emphasis should be placed at all times on plants and animals as living things. The phenomena of life in the world about the pupils should be made prominent. The presence in the schoolroom of birds in cages, insects in terraria, fish in aquaria, plants in boxes and pots will arouse a deep interest on the part of children. School gardens, however small, should be maintained, and in all grades the planting of seeds and the care of plants should be encouraged both in school and at home. Attention should be given to the methods of window and roof gardening in order to interest children in the possibilities of plant culture in city homes.

Cocoons and chrysalides should be gathered in the fall and winter, and kept until the following spring for the study of butterflies and moths.

Classroom work should be supplemented by visits to the parks and museums, and by the use of pictures and lantern slides.

Stories, fables, songs, and other literature pertaining to objects studied should be read.

SUGGESTIONS FOR THE HUDSON-FULTON CELEBRATION IN KINDERGARTENS.

JENNY B. MERRILL, PD. D.



THE first thought to be impressed upon kindergartners in connection with any historic celebration, is that children of kindergarten age have absolutely no “historic sense.” (See Studies in Education, Part 1, Mary Sheldon Barnes). Children enter into historic celebrations only through their natural imitativeness and sympathetic relations with what is going on about them in their home, school and street. For example, if flags are being displayed, children will enjoy their colors and the general festive air. This is one reason why flags should not be displayed all the time, otherwise they lose their power to incite for special occasions.

If, as in connection with the present Hudson-Fulton celebration, the older children at home are talking about Indians and steamboats, and many pictures and toys about town suggest these objects, it will be certain that the little brothers and sisters of kindergarten age will want to play Indian and steamboat!

The main point is not to deceive our-

selves into thinking we are teaching history or that the children are getting any notion of the past whatever. They will be simply living in the present and will be learning that there **are** Indians and that there **are** steamboats! The **first** steamboat can have no significance whatever to a kindergarten child, without this historic sense. If it did, it would be by forcing his mental development. Many of the little ones whom we will teach in our New York kindergartens will never have seen a river, or a steamboat and much less have enjoyed a sail. The main thing to do then is, if possible, to take a walk to a dock or pier and see the Hudson river and see a steamboat! Make an experience. Then talk of it.

If this cannot be done by a united walk, the children may be shown pictures of the river, and be incited to ask father or mother to take them to the Hudson river on Saturday afternoon or Sunday. The writer remembers many such walks with her father, for she was a city child. A walk on Sunday afternoon with father was one of the joyful experiences of the week and very often the walk brought us to the river we celebrate. Then to go to the other side where the hills are! What joy!

It is therefore my desire that every little kindergarten child shall this year see the Hudson river, if possible several times and at different points, be told its name, be taken across it in a ferry boat, and see sail boats and steam boats upon it.

While, as I have said, this will be neither history nor geography, such experiences repeated during the kindergarten age will be preparing the way for both subjects and for many others.

The kindergartner may invent a little story about a walk if the real walk is absolutely impossible. Some days later she may invent another story, as: Once upon a time a little Indian boy went out walking with his father to see the Hudson river. Would you like to see how he was dressed? He did not wear clothes like yours. I have made some clothes like his and I think some day I will let one of you wear them and play Indian boy. Who would like to play that? This little Indian boy did not see a steamboat on the Hudson river, but he saw a boat like this one I will show you. This Indian boat is a canoe. It is only a little canoe. Do you know where to go to see a real big canoe? If this suggestion is

at all feasible, tell the children to ask to be taken to the Museum of Natural History. There they may see many Indian curios as well as a big canoe.

Some day we will make the Hudson river on our sand table and the little Indian boy out walking with his father. We will have a canoe, too, and the house the little Indian boy lived in.

This would be sufficient for an introduction to Indian life. The kindergarten method of development calls for a natural introduction of any subject. A new topic should be connected with the child's life in some way. It must not be rudely thrust into his horizon.

Next day the little Indian suit may be donned. It may be wise to play that this little Indian boy has come to visit the kindergarten to play with us. Perhaps he will show us how little Indian boys like to play. I wonder what we shall call this little Indian boy. We must give him an Indian name. Once there was a little Indian boy named Fleet-foot because he could run very fast. Let us see if this little boy can run fast. Shall we call him Fleet-foot? Perhaps he will teach us a running game today. The children may all walk "Indian file" and then practice running around the ring. A few of the older ones may be allowed to compete from point to point in the room or playground. (Competitive games are not strictly for this age.)

A third day, let another child wear the Indian suit and change the name, calling him, perhaps, Sharp-eyes, for Indian boys must see well. They do not live in the city as we do. Where do they live? They live in the woods among the trees. Show a picture and commence to build a scene in the sand tray to which objects, such as the wigwam and the canoe may be added from day to day. Why do Indians need such sharp eyes?

What will Sharp Eyes teach us to play today? I think he will show us how to roll this wooden ball straight so that it will strike the cube and knock the cylinder off. Little Indian boys love to play ball. They take good aim so they can hit. They look sharp. Now Sharp Eyes may show us how. The kindergartner should use any simple ball games especially those requiring children to "aim well," as aiming was the main feature of Indian boy games.

Much of the kindergarten material readi-

ly adapts itself to the representation of the life of a primitive race. Froebel felt the relation between children and the primitive life of man. The kindergartner who has caught the spirit of this article will be able to carry on the thought in several occupations. The Indians loved to paint, to weave, to model clay vessels. They loved beads and chains.

Each day a different child may wear the Indian costume, making it the center of interest in the kindergarten. This is preferable to many suits which would be too exciting. The kindergarten is being criticized for over stimulating the child's mind. Let us learn from our critics, hostile or friendly. The Indian child was taught to be silent. Let us not forget this as an off-set to any exciting game.

The running and ball games, the "take aim" games should be practised daily. Various stories may be introduced as of one little Indian boy who did not get his breakfast until he had hit the mark which his mother set every morning!

A target may be made for an aiming game, but I do not advise the use of the bow and arrow in the school room, although these objects may be shown, cut from paper. They may also be drawn by the children. Throwing the worsted balls at the target will be satisfactory and "Sharp-eyes" must watch to see what color each ball strikes. Concentric circles may also be drawn on the floor for ring games. Balls may be thrown into a box or basket. The old-time song of "Ten Little Indians" is a simple counting game:

John Brown had a little Indian (Repeat three times)

One little Indian boy!

One little, two little, three little Indians

Four little, five little, six little Indians

Seven little, eight little, nine little Indians

Ten little Indian boys. (Then backwards.)

Ten little, nine little, etc.

(See Children's Old and New Singing Games, Hofer). For this game ten very simple suits may be prepared, or a few feathers worn and bead chains. Counting shells for wampum may be played at the table.

Every kindergartner should read carefully the story of "The Childhood of Hiawatha." Stories may be told of the animals the little Indian boy loved and how he used to play with them, calling them "Hiawatha's Brothers." Pictures should be shown

and also toy and clay animals placed among the trees in the sand scene. Possibly a rabbit may be secured as a pet. The Indian name of the squirrel will please the children too—Adjidamo, or Shadow Tail.

I suggest that the whole chapter of "Hiawatha's Childhood" be read at a Mothers' Meeting before or after September 29th, and the mothers taught to chant the song of the firefly as a lullaby:

"Wah-wah-taysee, little fire-fly
Little, flitting, white-fire insect,
Little, dancing, white-fire creature,
Light me with your little candle
Ere upon my bed I lay me,
Ere in sleep I close my eyelids."

NOTE—The following books will be helpful for consultation: The Indian's Book, by Navalie-Curtis; Harper & Bros.; Eastman's Indian Boyhood. The life of an Indian girl, Sit-Ka-La-Sa-See the Atlantic Monthly, January and February, 1900. The writings of Miss Alice Fletcher are also valuable.

ALUMNAE NOTES.

(Officers of Alumnae Associations are requested to send in notes of their meetings and other items of interest to kindergarten readers throughout the country.)

During the past year the alumnae association of the New York Froebel Normal engaged in several new forms of activity. Its first venture was a Bazaar held for the raising of funds for the Alumnae Free Kindergarten which it proposed to conduct in conjunction with the Bloomingdale Settlement House at W. 100th St., New York City. Three hundred dollars were realized, and the free kindergarten under the directorship of Miss Anna Weisenburg, a faculty graduate of the New York Froebel Normal. The kindergarten continued successfully throughout the year.

It is proposed during the coming year to extend the kindergarten into the parks and playgrounds, and a special course will be given to the Alumnae members by Miss Marie Ruer Hofer of the Froebel Normal Faculty, and Dr. E. Lyell Earle, President of the School.

Another feature of importance was the affiliation of the New York Froebel Normal with the University of the State of New York through the Board of Regents, thereby placing its graduates, both academic and professional, on the same footing as the graduates of State and City Normal Schools, and allowing university credit for

two years' under graduate work counting toward a bachelor's degree in teaching.

A third feature of interest was the incorporating of the Connecticut Froebel Normal, which had been conducted for eight years as the Bridgeport Training School for kindergartners, in affiliation with the New York Froebel Normal. The officers of the Connecticut Froebel Normal are Dr. E. Vell Earle, President, and Miss Mary C. Mills, Treasurer and Superintendent. The cultures of the two schools will be interchangeable, and the graduates eligible for city and state licenses in both Connecticut and New York.

This success is a legitimate reward of the efforts made by Dr. Earle and Miss Mary Mills, a graduate of the New York Froebel Normal, during eight years of devoted service to the kindergarten cause in Connecticut. We are glad to say that the kindergarten has now become an integral part of the Bridgeport Public Schools, due in no small measure to the success of the work done in Bridgeport. A further reward of the success of the Bridgeport school is the fact that Dr. Earle has called Miss Mary Mills, principal of the Connecticut Froebel Normal, to the New York Froebel Normal.

The coming year promises to be a most successful one, for both the New York Froebel Normal and its younger sister school at Bridgeport. Eminent lecturers are being invited to address at their monthly meetings the Alumnae Association of these two schools, which now number over four hundred members. Three Free Kindergartens are being conducted in New York by the Alumnae Association of the New York Froebel Normal.

CHILDREN'S LITERATURE.

DR. ANGUS McVANNELL*



AT the I. K. U. convention Dr. McVannell called attention to certain characteristics of literature, chief among which are the following: (1) Literature is an art of expression. (2) Its materials are human experience. (3) Through the imagination these raw, crude materials are given form by man's soul—form, which is also unity. (4) This unity is the end of art, and the steps to it are selection and discrimination, emphasis and

organization. (5) The experience which composes the materials of expression is constituted of action, feeling, thought; the means of expression is language, and language is intelligible because of the common nature in men, through which they can interpret by their own experience experiences not their own. (6) The power of individuals to realize experiences not their own depends on their faculty of imagination and of sympathy. Literature is, then, the expression in words of truth and beauty of man's consciousness of the significant and enduring values of experience—personal, national, universal.

It is the understanding that our reading and education should serve to keep alive. Education is not to be thought of as a substitute for our humanity, but the means by which our humanity is to be developed. The seeds of the truest culture and of the best life will never bloom for pedant or self-centered dilettante, for they need the fostering care of love and sincerity and modesty. In our study of literature we must get beneath the stratum of intelligence and into the touch with the very life of a book. We must get down to the very soul and depths of things. It is such study alone as gives to the soul the wisest passiveness Wordsworth writes about, not in one poem but in many. Today more than ever before there are needed men of the severest scholarship; but this is but a vain and empty resource, unless there breath through it all an ardent, radiating faith and sanctified desire. In these days, too, it is difficult for the so-called educated mind to bathe in the "light that never was on sea or land;" the composition of the substance is demanded. In such discussions as take place in many class rooms, teachers of literature too often only paralyze the spiritual antennae of their pupils. It would be too much to say that the sin is altogether willful; yet how little, after all, is the truth appreciated (in our better moments we all admit it) that teaching is a concrete spiritual function. The true teacher is a teacher in the school of the inner life, his work the endeavor to induce in his pupil a glad receptivity to that which is beautiful and good and true, and to give them some notion of that better part which shall not be taken away, which does not waste itself in much serving but in sitting attentive at the feet of the living truth. The

truest type of the growth of the spiritual life is that of a child in its intercourse with its mother, and its source is in the impact on ours of nobler, purer souls.

In the Republic Plato declares that words of truth and beauty are the best garrisons of the souls whom God loves. In the selection of literature for little children certain fundamental principles may be briefly formulated as follows:

(a) The selection for the child (as for the adult) must be primarily in accordance with a literary standard; the story, the verse, the piece of literature must be recognized as a product of the artistic imagination. Dealing with the typical and supreme interests of the soul, the story, the legend, the piece of literature must be clothed in "words of truth and beauty."

(b) Though dealing with the typical and supreme interests of the soul, the story, the verse, the piece of literature should be selected in order to create an unconscious form for selection or rejection in things, thoughts, feelings, actions—for, in a word, the organization of experience. The child's nature, as that of the adult, is ever being "subdued to what it works in, like the dyer's hand."

(c) The psychology of literature, moreover, has to answer the question, not merely what place does literature occupy in our spiritual environment, but what is literature as a mental process, what is it as an attitude of mind, what as a mode of personal experience? How, again, the question must be asked, does the attitude become intensified, the interest deepened? In the childhood of the race nature forced the questions How? and Why? The answer was the literature of the early-time myth and folklore. To the child of the later day nature and life put the same questions. There is the same longing to know, the same groping for the truth in the child as in the race. The child demands the story—the story of courage, of wisdom, of kindness—stories which tell of perseverance, of discovery; which tell him of the home that protects from the storm, of the varied forms of all life, natural and human. This, then, briefly is the question in the teaching of literature—what is it as a mode of personal experience, whether in connection with the simple story or the highest form of lyric or epic? What is the interest and what the motive in the child, the adult? How does this interest, this attitude, this

motive, emerge in the circle of the individual's experience? What will satisfy it? To realize through a sympathetic study of the individual's mind and heart as they unfold, and through a deep and vital appreciation of literature, and of the attitude of mind and heart which knowledge of literature presupposes, is to go a long way towards an answer of the question whether and how literature can be taught.

Ruskin lighted seven lamps of Architecture to guide the steps of the architect in the worthy practice of his art. At some future day there may be lighted seven lamps of Literature to guide the steps of those who in the worthy practice of their art would tell to the little children the words of truth and beauty—the best garrisons of the soul whom God loves.

It was one of Kant's sayings that the other world is not so much another place as another view. There is at least one better result of education than to attain knowledge. It is the quickening of the inner life of the soul to a swifter sympathy, a finer insight, a more living and a more loving responsiveness to whatsoever things are true and honest and just and lovely and of good report, and a disposing of the mind to think on these things.

INSTRUMENTAL MUSIC IN THE KINDERGARTEN.

AUGUSTI S. EARLE.



WE hear a great deal nowadays about city and state emphasis on Games, Play and Folk Dances in the School. The three R's—"Reading," "Riting" and "Rithmetic" threaten to be introduced to new examples for models such as,—for reading exercises a study of folk lore; for "riting," Swedish Spinning Song; and "Rithmetic"—If three Dutch boys dance the "Sailor's Hornpipe," four Scotch the "Highland Fling," four English the "Minuet," four Indians the "War Dance," and four negroes the "Coon Dance"—how many children are dancing?

But what about the accompaniment to those folk and song demonstrations—for I think we all grant that we understand the folk lore better if we hum, sing or play the illustrations,—enjoy the songs better if we follow the same method and undeniably dance better if done to a melody. What then is the place of instrumental music in

the school and if necessary what instrument best meets these necessities?

The Chinese has his Tom Tom; the Scotchman his bagpipe; the Mexican his mandolin; the negro his banjo; the soldier his drum; but an ordinary "street piano" can unify and resolve all racial prejudices into a more joyous outburst than which no other one instrument can ever hope to attain.

If then, the "street piano," a really modern innovation with its crude cadenzas, is a medium for joyous and unified song, game and dance expressions, are we not wise to introduce the more refined home piano into our schools as embracing the national noise, jingle and tingle in a harmonious series of tones?

If then instrumental music has a place in the school and if this is best illustrated in the composite piano, let us see what study has been given to it.

In New York City the past three years more teachers have dreaded the Music Test for Kindergarten and Primary Licenses than "History and Principles"—not because music is harder but because the Curriculum has required a certain efficiency in Sight Reading, Tone Production and actual Playing, which latter requirement has not been taught, while prominent educators cover History and Principles in every reputable city and state institution. What then is the result? Teachers recognizing their lack of musical training "cram up" on other (better taught) subjects hoping to average high enough to reach a passing mark with music almost a dismal failure.

It is not only uncommon but a fact to go into a primary school to find a corps of teachers numbering from five to fifteen, and but one perhaps able to "play the piano" though all are expected by the city to do this duty if called upon. Right here let me say that the "piano player" is often one of the most popular teachers in the schools and lives out the proverb—"Music hath charms to sooth the savage breast" and furthermore inspires our children into a happy chorus which the eminent Frank Damrosch said at an address at Albany in a plea for more music study—"leads through its harmony in tone and chorus to peace and a great nation."

It is deplorable to find that many of our schools, rich in buildings, maps, pens, etc., are but shabbily provided with an old-fash-

ioned "square" piano—a small organ, "second-hand" upright and oft times no musical instrument at all. Perhaps you will say—"But the teacher can use the tuning fork." True, but the tuning fork serves the purpose only of giving the initial tone, while the harmonious piano accompaniment finishes the pleasing effect so that the result we receive in arithmetical term we might call the Answer.

It is not my privilege to indicate a course of instrumental preparation,—for after all "methods" and "courses" count but little—the result and application dominating all. But if a young kindergartner is called upon to digest Psychology, History and Principles of Education, Theory and Practice and many more of those unique subjects, with two years' arduous and obligatory training, does it not seem just to give her an adequate training in pure instrumental music when a morning's program is nearly one-half devoted to Song, Game and Play which requires instrumental support?

Our kindergartens are flooded with young teachers who play "by ear" so that "The Merry Widow Waltz" is introduced into the child mind for the illustration of the graceful "Flying Birds" and Broadway light opera ditties heat the tempo for the otherwise sweet, healthful games. The songs often times are picked out with the "right hand" and I have even known a kindergartner where the kindergartner played the melody with one hand while her assistant played the "base,"—neither one capable of doing both. These are no exaggerations.

The so-called kindergartner trainer of some years ago has long since realized that this is the age of specialization and that her pathetic efforts to play some of the simple "Finger Plays" have only thrown her into embarrassed confusion just as the more difficult "Songs and Games" need a better piano technician than that teacher usually is.

Sometimes a principal has threatened to withhold the desired diploma until a student was equiped to play the Songs and Games, so vital a factor on the program—but such a threat has met with cynical tolerance from some of the teachers and open rebellion from the student; but a subsequent try at the Music Test has convinced all of the advisability of careful preparation.

The conclusion must be reached—if we

are to have in our schools subjects which need for their proper setting instrumental accompaniment of a high order we must face the problem of carrying on our faculties, specialists in that subject just as much as any other on the program.

As a matter of fact, the world is just as rich in musical reference as in any other prescribed subjects and many a kindergarten could tell most refreshingly new stories if she but came out of her traditional story repertoire and studied the genesis of some of our great musical compositions. An expression of gratitude should be tendered a writer of the Kindergarten Review, who two years ago offered an instrumental program which program was both dignified and musical.

In subsequent numbers of the Kindergarten-Primary Magazine, I shall attempt to illustrate and compare "types" of instrumental music used in our daily kindergartens. It shall be my effort to place some emphasis on the musical interpretation—for climatic, civic, social and artistic conditions have colored the music world quite as much as any other field of activity.

For my first "type" I shall take the "March" suggesting several compositions which have merit and history contrasted with the popular "Two-step" so commonly adapted.

ETHICAL LESSONS FROM FROEBEL'S MOTHER PLAYS.

BERTHA JOHNSTON.

In blithe, cooling freedom, kicking and tossing
The baby his plump limbs is straightening and
crossing.

And Mother stops work, with her darling to play—
Perhaps the Great Teacher would teach her this
way

In her active child

Through nurture mild

Through purposeful, teasing play with her,

Feelings, perceptions, presentments stir:

Intelligent play with her child 'twill cost her
The inner life, through the outer to foster.

Seize the baby's kicking feet

Oil to press from flowers sweet,

Oil from seeds and oils from wells—

What the kind the odor tells.

Oil gives mother clear bright light,

Watching through the long, long night

Oil makes easier run each wheel

Axle, pulley, spring of steel—

Oil we now each hinge and screw

Baby's joints are hinges too.

Life, O thoughtful, fostering Mother,
is the center of your feelings, perceptions,
thoughts; life is the nucleus to which all

NOTE—A new translation with supplementary remarks.

your activities, your occupations, your conduct have reference. This is why your feelings, activities, thought and conduct are so deeply harmonious; why each and every expression of life on the part of your dear child stimulates each to a closer union. Nothing therefore, gives you more joy than the appearance and the contemplation of both the quiet and the active manifestations of life in your child, if proportioned to his strength and in accordance with the laws of nature and of life.

And this being recognized, unless you are withheld by prejudice, habit or wrong conceptions, you feel yourself immediately called upon to foster, to nurture the stirring life of your child; to strengthen, to develop, to exercise, to cultivate it, so that you may bring your child as soon as possible to a knowledge of self.

Your child lies before you on a clean cushion, enjoying an invigorating air-bath after his strengthening bath in the clear water. In the enjoyment of the perfect health of his entire body, lying before you, he strikes out with hands and kicking feet. You feel that he seeks something against which he may measure his strength in order to enjoy the sense of increasing power. You read in the child's activities both his desire and his need and mother-love hastens to respond. Your hands or your breast, against which he alternately braces his legs, against which he kicks or treads becomes the test, and also the augments of his strength. You obey the laws that control the exercise of his physical being. But you would foster not only the external life of the body, but also the inner life, the feelings, the sentiments, the life of the soul. Not only should he realize his power by measuring it with yours, but should feel at the same time the love, the spirit, with which you do all this, and so to deed and word, you unite melody.

As his awakening and growing faculties are, as it were, the oil to nourish the flame of your love, this you should let your child feel; and later recognize it consciously. The night-lamp, which stood near you during the long hours when you watched over your baby in past time, affords the occasion and the symbol thereof. The employment of force evolved according to law and applied proportionately to the needs of the case, pressed from the oil-bearing herbs—from rape-seed, from flax, from poppy or

others, by whatever name they are called or however applied in different localities—pressed out the oil for the night-lamp of the watcher. So the child should feel, later, that from the harmonious unfolding, the judicious application of, and the use of all his powers, proceeds that which nurtures your mother love.

The picture of the oil-mill, to the left, near which, in a secure place, a poppy and flaxseed have found room to root themselves, will be a means, right at hand, to point this out, in relation to oil and poppies. Is his understanding unfolds, until you find opportunity to visit a real mill. This is supposed to have occurred.

The boy and the girl each represents in his own way what he has seen. The mother has taken her flock of children to the neighboring mountain-valley, that they may feel, may have an intuition of the moving, everywhere active forces of nature even if not now intelligently conscious hereof.

Above, in the mountain stream, the boy has sought a place for his toy mill which the water merrily turns. His younger brother sits in wonder near by, shading his eyes from the blinding sun, that it may not hinder him from admiring his brother's work. The eldest sister seeks a shorter way to achieve her ends. She wades in the clear brook with her strong little feet trying to knead the fine sand into a plastic dough.

Surrounded by her dear ones sits the mother, reflecting—how is it that from the same nurture, the same environment, each child-life shapes itself so differently. Mirrored in their childish play she sees the future life of the three children, each now fascinated by the water and its powers.

The eldest, she anticipates, will bend life's forces to his ends, through his intelligence, as he learns to use the means to those ends. The maiden will gain her own aims directly, through her own life and deeds, holding them fast in her heart, and devoted to them with characteristic energy; the younger boy will attain his ends as he learns the nature of force and the laws of its phenomena.

As each of the playing children is living in the present a life of the spirit that is rich and full, so the mother is living, not only in the present and the future but also in the past.

For upon asking "Where are you going, my good friend?" the passing woman, carrying a basket, and now, already part way up the mountain, replied, "Up yonder, to the rich miller's to see if I can get some oil for what I take to him, for my baby is so sick that I must watch over him all night long. I need bread, too, for I can now earn nothing, and yet the poor child must eat." This answer brings back to the mind of the mother from the days gone by, the little play with the limbs, and looking at her children and reflecting on the subject, she asks "Will the children's future life repay with gratitude the mother's love?"

SUPPLEMENTARY REMARKS.

Blessed are they who are undertaking something greater than they can accomplish. The self-satisfied, the complacent, are not happy; they are people without purpose, without ideas. Great work everywhere is being done under pressure.—Crothers.

It may seem superfluous to give another translation of Froebel's "Mutter Und Kose Lieder" with two versions already in the field, especially that of Miss Blow with its exquisitely poetical renderings of the mottoes by Mrs. Eliot, but thus far the grade teacher and the Sunday school teacher have not found their way in any great numbers to the treasures hidden in the great mother-child book and this version, while keeping close to Froebel's thought will be supplemented by observations and suggestions which it is hoped may lead many others besides kindergartners to frequent recourse to the book both in the original German and in other translations.

The "Mutter Und Kose Lieder" has this in common with other classics; it has a message for every era and for each of the Seven Ages of Man. Let the teacher study the pictures, the mottoes, songs and commentaries today and discover all that she can in them that will stimulate and help her in her work with the children; and then restudy them next year if not sooner.

We will give, however, a few practical suggestions for extending the thought of Froebel that will render the book available for use with children older than those of kindergarten age and which will also have in mind changes in the economic world since Froebel's time that make certain explanations desirable. In each selection Froebel has in mind the physical, the men-

tal and the spiritual nurture of the child and we will group our suggestions under these three headings, reminding the teacher, however, that this is done merely to enable her to realize more deeply the rich possibilities in the book and that she is not to imagine that body, mind and spirit are separate and independent of each other; they are mutually dependent and inseparable.

In the song for the child we have included a thought not found in Froebel's little play; he speaks of the use of oil for illumination only, symbol of the mother's love. But many children, in this era of gas and electricity know little of this use in the home, but they see oil used to lubricate sewing-machine, bicycle, motor-car and, as even so used, it has a fine symbolism we have added this thought. The poppy, rape, and flaxseed oil that Froebel had in mind is pressed from the seeds of plants. This process is not so obvious in obtaining the oil now usually used for illumination—kerosene, but it is obtained from the earth by hydraulic **pressure** and so the baby play still holds good. As the mother recites or sings the song in bending the little arms and legs in play, she can pretend to oil the hinges of this wonderful machine which presses the oil from flowers and seeds to make perfumery and light and heat for baby.

PHYSICAL NURTURE.

Froebel calls attention indirectly, not only to the value of the bathing with water, but to the air-bath. In mothers' meetings urge the necessity of giving the wee one as often as possible the freedom of the air and sunlight in a room of the right temperature. In the schoolroom have the children wash out their lungs frequently with air, by deep, slow breathing, filling the bellows that blow the fires for machinery run by steam.

Let children stand in aisle and go through various movements, exercising different parts of the body as machinery that makes the oil. Tread alternately in a regular manner with each leg; extend arms and move in even rhythm like pistons. (A pencil may be held vertically in each hand to represent piston, the arm being the moving bar.)

Play carry a lighted lamp across the room to mother; can we carry it steadily

so that it will not explode; stand in aisle and let each child be a lighthouse with intermittent light—move the head sharply to right and left. With the little child play that baby's head is a lamp and when mother turns up the light (tweaks the nose) the eyes fly open.

Have a sense game by getting different perfumes and oils and seeing if child can tell what they are from the odors; the oil is pressed from poppy, and various blossoms to make the so-called essential oils used in making attar of rose, violet water and other sweet smelling odors. Can the child tell gasoline from kerosene by its odor? (This over-laps a sense game that will be given later).

The ratchet wheels of a machine may be illustrated thus, to form a more active game engaging a number of children: form a circle of children one standing behind another, with outside arms extended; form another such circle with an equal number of children. Let them stand near enough to each other so that as one circle revolves each child may in passing, for a moment grasp the hand of a child in the other circle.

Another game may be made of the well-known grand right-and-left of the square dance; let the children form a circle, then two facing each other grasp hands a moment and then move forward clasping alternately the right hand of each child that approaches and the left hand of the next. If a child halts the movement stop all and seek for a place that needs oil and go through ceremony of oiling.

MENTAL NURTURE.

Prepare the children to appreciate the pictures by first appreciating them yourself. To this end we translate from the German preface of Freidrich Seidel to the third edition of 1883.

"The drawings were the work of Friedrich Unger, formerly a pupil and later a drawing teacher in the Froebel Educational Institute at Keilhau; and then custodian of the German Museum at Nuremberg. He caught perfectly the spirit of Froebel in his figures and scenes and only very seldom did Froebel in the Commentaries have to take exception to anything in the drawings. Noble, chaste, pure, throughout, the drawing is far removed from the merely fashionable from distortions, or what we call claptrap. The taste shown in looking backward and clothing the figures in the costumes of the poetical, beautiful period of the Middle Ages will forever preserve the Unger pictures from outliving their usefulness. The strict avoidance of everything like caricature

places these pictures, from the pedagogical standpoint, far above many of the modern pictures and the funny and at first glance quite harmless appearing caricatures in many "Muenchener Bilderbogen," in "Max und Moritz" and other books are alike in the extremely dangerous poison they contain which makes the modern youth as complained of everywhere so pert, rebellious and frivolous."

In introducing the pictures tell the children that they were drawn by one who loved little children and that the costumes represent those worn at a romantic period in German history; and that in Froebel's day, for awhile, there was a revival of interest in that particular era and that the boys of his school wore their hair long and the style of garment belonging to that time. They had one teacher, Friedrich Lange who helped the boys in a delightful way to relive it.

Let them observe the picture of the mother and the child, the lamp, which leads to a talk about lamps, oil and kindred topics. Until very recently the only lamps known were those resembling the one here pictured, shaped like a boat, with a hole at one end through which the wick was drawn, being fed by the oil in body of lamp. How many conveniences we have today, unknown to our forefathers. Do we make good use of the extra hours thus obtained for night work and play? Looking at the mill-picture speak of the different kinds of oil; the essential oils pressed from flowers for perfumes, the oil for illuminating. It may interest the children to speak of the oil used at various times by the United States government for use in light-houses. The illuminants in order of use were, balls of pitch and tar, tallow candles, fish oil, sperm oil, colza (wild cabbage, also known as rapeseed), lard, petroleum. One displaced another as it proved more economical. How many brains have investigated and worked to discover new methods of illumination? Let them feel that the nation's light houses are a kind of extension of the mother's love shown in the night-lamp.

The poppy and flaxseed or linseed oil mentioned by Froebel in his song are not used for illumination; opium is derived from the former. Linseed oil is much used in the arts, for its drying qualities in mixing with paints, etc. Olive oil has been used for illuminating as is rapeseed. The oil best known to many children will be kerosene, pressed upward by hydraulic pressure from

the depths of the earth. Let the children feel the immense power necessary to press the oil from the various seeds and speak of the various kinds of power as that furnished by water, steam, electricity. Also the power residing in one's own body and force of will. Oil is also used to make machinery run smoothly. For the delicate machinery of watches olive oil was formerly employed; now oil from the porpoise is used. Oil is also used for food as in the case of olive-oil and that extracted from nuts. Oil thus used becomes fuel for the body and the use of oil for fuel may be considered.

NURTURE OF THE HEART.

Oil the wheels,
Oil the hinge,
Oil all the levers too,
Then each part will smoothly work
As each part ought to do.

Kindly speak,
Kindly act,
Be true in work and play—
Help Life's wheels to smoothly move
Each and every day.

Froebel touches upon several points suggested by the picture which may serve to develop the child's heart and spirit. The child is to feel the joy that comes of measuring its powers with those of others. The tasks of the schoolroom should be planned so that the child must needs put forth effort **commensurate** with his powers to overcome the difficulties presented; if too easy or too hard he does not get the development desirable. Let the child feel it requires force to press from the seeds the oil that is so useful to man and that his powers rightly applied will serve to press from circumstances what he requires, but that to do this he must take good care of his machinery; i. e. his body. It must have the right kind of fuel, and be kept well-oiled. What is the oil that helps make the wheels, the machinery of society, run smoothly? Yes, courtesy, consideration, truthfulness, helpfulness, cheerfulness, obedience to parents. Talk over with the children the things against which they may measure their strength—hard lessons, faults of temper, tardiness, procrastination, etc. Perhaps one of the most important suggestions is that found in the picture of the old woman climbing the hill to obtain food and oil for her child while the children play in the foreground, by the reflect-

ing mother. Let the children feel the delight of the older boy in his mill and the admiration of the younger brother; tell them that the latter is shading his eyes from the sun, don't ask what they think he is doing. With this as a starting point a valuable little conversation may be held upon the example set by an older brother to a younger. What things do we want our brothers and sister to admire in us? What constitutes true manliness and womanliness? The main point for the teacher, however, is this: It is difficult often for a parent to train a child to gratitude towards herself. It seems like putting things upon a personal or selfish basis. But the teacher and the Sunday school teacher may very well speak of the love and devotion shown by the parent as symbolized by the night-lamp. Let the child feel that his growing powers, rightly used, nourish best the parent's love and that he should pay this care by love and little services. There are too many examples nowadays of children growing up without any sense of obligation to parents and the problem may well come up for mothers' meetings, how best to develop this. Does doing things for the child, and devoting oneself to it train to gratitude—must not the parent train the child to do for her; and to do for others; to offer his seat to a tired woman in a car; to go on little errands, to get mother's slippers when she comes in tired and wet; to be considerate to grandmother. The child who is thoughtful for others will usually be thoughtful for mother's comfort. On the other hand, is it judicious to continually harp upon all that one is doing for the child? He did not ask to come into the world, and should not be overwhelmed with a sense of what he owes to others. Froebel in this Commentary impresses the need of proportion in all that is done.

If one door should be shut God will open another; if the peas do not yield well the beans may; if one hen leaves her eggs another will bring out all her brood. There's a bright side to all things, and a good God everywhere. Somewhere or other in the worst flood of trouble there always is a dry spot for contentment to get its foot on, and if there were not, it would learn to swim.—C. H. Spurgeon.

Department of Practical Helps, Lesson Suggestions, Stories, etc., for Kindergartners and Primary Teachers

THE RELATION OF THE KINDERGARTEN TO THE GRADES.

LANGUAGE, READING AND WRITING

JENNY B. MERRILL,

Director of Kindergartens, Manhattan, The Bronx and Richmond

While visiting a school in The Bronx during Christmas week, the principal called my attention to a pleasing exercise which he had observed in his kindergarten in reading!

Reading in the kindergarten? Yes, reading, but only an imaginary letter to Santa Claus. The children had written the letter, too.

Writing in the kindergarten? Yes, but only the well-known nursery scribble which has delighted many a fond parent even in a three-year-old child.

This slight bridge between imaginary reading and writing is of intrinsic value.

It establishes a connection between speech and written form, and it starts a natural interest in both reading and writing.

So pleased was the principal with the spontaneous oral composition of the Santa Claus letters that he invited his special teacher of composition to visit the kindergarten to see where composition begins.

He wisely suggested to the kindergarten the possibility of finding a few other suitable occasions for play letter-writing and reading as an appropriate connecting link with primary work.

The value of his suggestion will be lost if such exercises are made at all formal, or even very frequent, but the valentine season will offer another natural opportunity. The children love to make valentines, fold an envelope, mount a stamp (canceled or or of plain paper), directing it in scribble-writing to whomsoever they choose.

Children at home often write quite lengthy scribble letters and read their thoughts into them as they write. The action of writing, the moving hand, attracts

a young child. It is something he can imitate.

A niece of mine at three years of age wrote a four-page letter made up of m's and u's and ee's, turning the sheet sideways twice in exact imitation of her mother.

The regularity of the lines, the slope and general resemblance to an adult's letter was remarkable; she must have had an image of a letter as a whole.

The same little girl often essayed to read her scribble letters, and after her interest in the postman's morning visit was well aroused, she became aware that names are to be read from envelopes.

One morning, much to her mother's surprise, she claimed a letter, saying, "My name is on it. It says Miss Me."

Thus in a very natural way do children through their imitative instinct begin their own reading and writing lessons in the nursery and in the kindergarten.

We cannot keep reading and writing out of the kindergarten.

It is customary in the kindergarten to write the child's name upon the piece of work he is making. It is one way to develop the sense of ownership and possession.

If this writing be done with care, nearly every child can recognize his own name by the time he is ready for promotion. That important name-word gradually rises from a vague impression of scribble to a clear image. Occasionally we find a child who has learned to discriminate several names besides his own simply by having aided the kindergartner in the distribution of the work in portfolios.

When the child recognizes "my name" and not "my name" however vaguely, he has a hold upon reading, though he may be and should be unconscious of the new power.

I must urge that no effort be made to drill or even to call attention to the written work done by the kindergartner. Power in the child should arise naturally simply by observation and use.

In similar fashion a kindergarten child has carried the general appearance of a page in a song book and has offered to find the song he wishes to sing. This is also true of story books illustrated with pictures.

This gives the idea of turning leaves and finding the place.

The attendance is registered every day upon the blackboard as in all grades, and some of the children follow the writing of these number forms with interest.

Children in the nursery often unconsciously acquire the ability to find the rhyme or story which they wish mother to read. They point often as she reads even though incorrectly, and a notion of the sequence of words arises.

The "look of an entire page" is also impressed because of its peculiar marginal indentations.

Miss May Palmer, of the Training Department of the Normal College, remembers distinctly holding in her mind at a very early age this "gray mass" of the printed page with its "ins and outs" of white.

Who has not in later years passed judgment upon story books according to the general "look" of the page?

The natural action of the child's mind in reading is undoubtedly from mass to word, from word to letter, from vague to less vague. This fact is being recognized more and more and is finding its way slowly but surely in teaching reading. Several new series of Readers are built upon it as a sure foundation.

Teachers in this city who have tested this natural method are beginning to have great faith in the preliminary step of superficially reading nursery rhymes for a few weeks, giving the child's mind a chance to follow its own working method until it finds clearness growing out of vagueness. Time is actually saved.

"I plead, therefore, for a recognition," says Dr. Hall, "of the value of superficiality as one of the goods per se in this field; a knowledge that is all extent without much intensitv. This is the form in which all knowledge begins."—School Work.

THE APPLE (Lesson One.)

BY SARAH ALICE BALLARD.



THE apple is the best well-known of all fruits. It is believed that it was first cultivated by the Romans. The fruit is very widely spread throughout the Temperate Zone. It is found in Europe, especially in Great Britain, Asia and in America. New York State grows the largest quantities and

apples of the best quality of any section in this country.

The tree is seldom over thirty or forty feet high and the bark is hard, durable and fine-grained. The branches of the tree spread out, forming a regular semi-circle. The leaves are broadly orate, much longer than the petioles, woolly underneath and contain glands. The flowers grow in clusters of six or seven together and are large, rose-colored externally and very fragrant. The fruit is roundish, narrower at the two ends with a depression at each end. They are of various colors: green, yellow, red, and sometimes even black. At one end of the apple is the stem, which joins it to the branch of the tree.

There are hundreds of varieties of apples. The crab apple seems to have been the parent of all the other varieties. There are three main classes of this fruit: the summer, winter and autumn apples.

Apples are used in many ways: as food; as medicine and then they are made into various drinks.

STORY PART. (LESSON 2.)

Let us hold up five fingers. Both the apple and the pear have five petals in their blossoms and they are of the same family. The raspberry, strawberry, peach and quince are also of the same family, which is called the Rose family.

When you eat an apple why do you not eat the core? Because it sticks in our throats. Why did God have it so? To protect the little seeds so, as we might have more apples.

Think of a tree hung with little houses and you can eat all of the houses except five little rooms in each house. These are full of little fairy men dressed each in a brown jacket. Why do you think every house has five rooms? Because, they have five petals to a blossom. There is not the same number of men in each house. Let us cut this apple, (have an apple). Let us see how many men there are in each room. Do these fairy men when in their houses stand on their heads or feet? They stand on their feet. The pointed end of the apple is the upper part while the larger end is the lower part, pointing downward.

The bees love the honey from the apple blossoms and if it were not for the bees taking the honey we would not have the apples. The wind comes and blows down

the blossoms upon the ground, like a regular snow blanket in the summer-time. The little calyx cup of the flower stays upon the tree, and then in a little while a tiny apple begins to grow. The fairy men begin to move in their little houses: first they wear green jackets, then white and finally they put on their little brown coats. The apple is ripe then and these little men want to get out and travel in the World, so the apple is eaten and the little fairies run away, so as to make more houses grow for more little fairy men. The little men do not like one thing in their little houses and that is old Mr. Worm for he will chew them all up. It so happens that Mr. Bird likes Mr. Worm, so he eats him up and by so doing helps to protect the little fairy men.

FRUIT AND DIVISIONS OF THE SAME. LESSON 3.

What part of the orange is orange color? All except the inside white skin which is called membrane.

Are the apple and pear the same all the way through? No, they are not the same. The inside of the orange, apple and pear is called pulp—also called flesh. (Compare with the flesh of the body). The outside of the body is covered with skin and pores within the skin. Under the skin is the flesh. It is the same with fruit. We eat just the flesh of the fruit.

When we eat an apple do we eat the whole of the fruit? No, we never eat the core. Has an orange a core? No, the orange has just an eye. Can you eat the whole of the orange? Can you eat the skin? No, no one ought to eat the skin or the seeds. Collect seeds in paper box made by children).

If you should close your eyes, holding an apple in one hand and an orange in the other could you tell where the blossom grew? Yes.

PROGRESSION AS ILLUSTRATED BY THE SIXTH GIFT

GRACE HARRINGTON.



IT is recognized in all phases of life that stagnation is one form of death, that living, pulsing life can never be stationary. But it is equally true that to be successful one must not

only be pulsing with energy, as the engine waiting at the station, but must also be moving onward if only at the rate of the slow going freight. Thus we may call progression the key to success and it leads to more permanent results than can possibly be achieved in any other way. Good can even be educed from evil and good is made better yet by infinite progression."

This truth is more or less fully recognized in all lines of education and is only expressed in another way when we say that we should teach from the known to the unknown; from the simple to the complex. But there should be more thought given to it than this bald statement, especially in dealing with beginnings as in the starting of little children. We should try to avoid the too common error of shutting our psychologies when we leave the student roll and forgetting to mark them with applications when we enter the roll of teachers.

It should be remembered that our work should be in a spiral form if it is truly good, each phase widening out and also extending upward. While it is true that life as a whole must be progressive yet at the same time it is not an onward sweep but a series of progressive steps. Many have thought that in applying this term of progression to the gifts we always mean a sequence of form within a given lesson, one form evolving from the one just preceding it. This is truly a phase of progression, but there is a larger, broader sense in which the term should be used in practice as well as in theory, and that is from the simple to the complex use of a given material.

The object of this paper is to show one way in which the sixth Gift can be thus used. For this work the Gift was arranged in layers. The program for the day called for the introduction of the Sixth Gift on the following morning, and accordingly a lesson was planned and the boxes given out.

FIRST LESSON OR STEP

None of the class had ever seen the Gift and so it was a total surprise and the first exclamation was: "See the candy!" "I have some chocolates," meaning the plinths, the columns were "sticks of candy."

One child stood a plinth up and called it a house with a chimney, another discovered that we could have two chimneys, and a third child that we could make a tall one. This naturally suggested (with that class)

a weathervane and then a cross on a church, as they had recently heard the story of the "Little Weathervane."

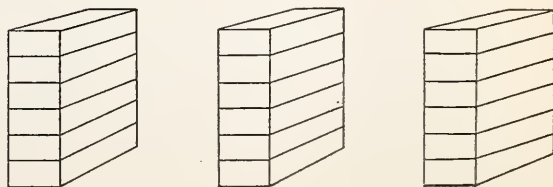
Experiments were then tried of making the cross in different ways and when one child made a discovery all the others imitated and enjoyed it. After several changes in crosses, a piano with a stool, and a few other minor moves, they played freely with the top layer around the mass. This furnished quite enough experiences and use of new material for the first time.

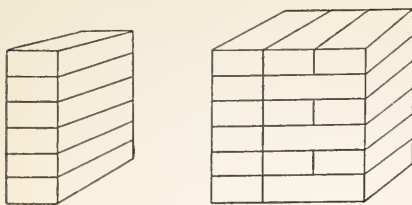
SECOND STEP OR LESSON

The next time the Gift was given out the class almost unanimously put up the one chimney so that we very quickly reviewed the previous moves as a recall sequence, and then for the advance work made a picture with the top layer of the Gift and repeated it with the second layer; next we put the two forms together to make one object. After that they had free play around the remaining mass with the blocks of these two layers, always calling the attention of the class to the work of the others. In repeating the object made from the top layer with the second layer the class discovered the difference between the plinths and columns. They found that those who made pigeon houses had one taller than the other, while those who made boxes, wells or bridges could make them just alike. Each child named what he had made and attention was called to their similarity or difference. Some children whose objects were not alike voluntarily explained why they couldn't be alike and put them in relation to each other, as for instance one boy said: "I have a pigeon house and a house for little birds." Others asked permission to change theirs and make objects which could be alike.

THIRD LESSON OR STEP

In the third lesson each child played that he had a cake which he cut front and back and right and left; this led to the discovery of a new possibility and they asked to divide it thus:





Saying that there was a piece for papa, one for mama, brother, sister and the little one for the baby because he "being little didn't need so much." What other kind of cake could you have? "A layer cake." Yes, put the cube together. Now all take one layer and make a picture. You remember that last time we made two pictures. Were they alike? Here they recalled and explained, quite freely, what they had done in the previous lesson. Now, today we will see if we can make three pictures alike. How many layers will you use? Nearly the entire class succeeded this time in using the layers alike and yet as a class having many different objects, as wells with covers shut, covers open, boxes, bridges, houses and many other things. Then they had free play around the remaining blocks.

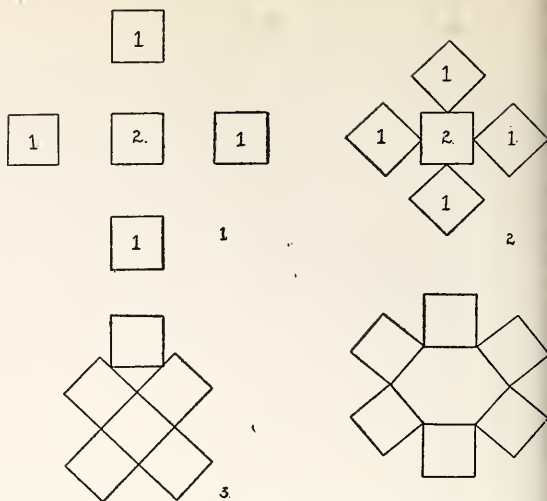
FOURTH LESSON OR STEP

In the fourth lesson they reviewed the divisions, made three objects alike and then repeated it with the other three layers, thus making six units which were later—after they had been named and enjoyed by the class—put together to form one object in any way that they wished without destroying the units. The class now inspected these large objects and helped in selecting one, but care was taken by the teacher as a leading spirit, that the one selected should be the one which best illustrated the use of the Gift. This object chosen, the class all copied it, being the first definite work of the class working as a unit at creating.

FIFTH LESSON OR STEP

This began with a review of the division into six layers, but attention was called to the way some had placed the layers on the table. After four had been taken off, this led to a few minutes of arranging and naming.

This was followed by free arrangement of the six layers and all copied this one which was named in various ways. This shows the general form, not the position of the blocks. The children were asked to lay



them with the small blocks at the back and to have the layers with plinths and those with columns alternating. This was the beginning of dictated work with this Gift.

The children now experimented with the small blocks in sets, using the general form described above, but not moving the others. Care was taken that all should profit by the experiments of the others, either by letting them tell what they had made, copying each others', or letting half of the class go at a time and interview the rest as to what they had made. Opportunity was also given to draw on the blackboard the top or front view of their objects according to its difficulty, especially when making the units. The children were now capable of handling the material as a whole and understood how to put together without excitement or trouble, which is one advantage of giving the first work in layers and gradually increasing the number. They were now ready for free work with all the material and after they had had some experimenting with the Gift as a whole they would be ready for dictated work, with all of it. Either before or after having dictated work they would have a symmetry lesson developed in the previous lesson, (the 5th).

By this time the class should have the material so well in hand that they can follow any method of giving a lesson and get much profit from the use of the gift. This is, as may be understood, suggested only as one way in which this Gift can be used progressively. The work described was actually carried out with a class and the children did develop not only the ability to use the material, but also much freedom of expression.

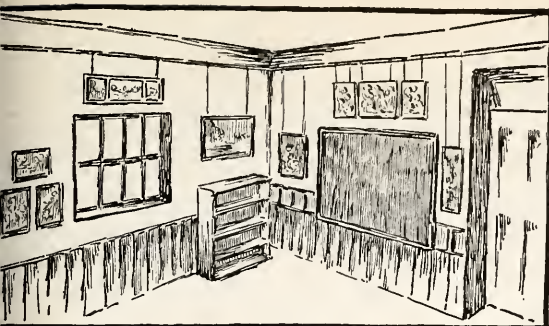


PLATE I

THE KINDERGARTEN BEAUTIFUL

JESSIE T. AMES,

Supervisor Drawing, New York City.

One desire which we all share is to have beautiful surroundings for the little children. This we all know and feel and wish. But **how** to make a beautiful room is what we want to know. In any case, the room will be stamped with the individuality of the teacher, for decoration, primarily, is design, and design, primarily, is a very personal thing. Therefore the place is bound to show a personal expression of her understanding of what makes for beauty.

Let us take an imaginary room and see what its possibilities are. (See Plate I). We will show this corner in which one sees a long horizontal window—here on the left, a blackboard, within reach of the children; on the right, a low bookcase in the corner and a door near the blackboard. The wainscoting runs all the way around the room, about two feet from the floor. If the room is high studded the picture rail should be low. If low studded, the rail should be high. In a cold and dark room the color scheme should be warm. A brown made of broken tones of orange is often good. Where the room is exposed to sunlight ones made up of olive with an admixture of white, prove a pleasant choice. This color itself is made with green and a slight amount of red and sucks up the light very quickly. The tones must run one from another. The ceiling white plus a little of the color, the walls a middle tone and the floor the darkest of all. This hall in which I am now speaking shows most pleasant tonal harmony. The browns of the walls, woodwork, curtains, ceiling, etc., all go to make up a unified scheme of color. Now we must look to see what spaces are

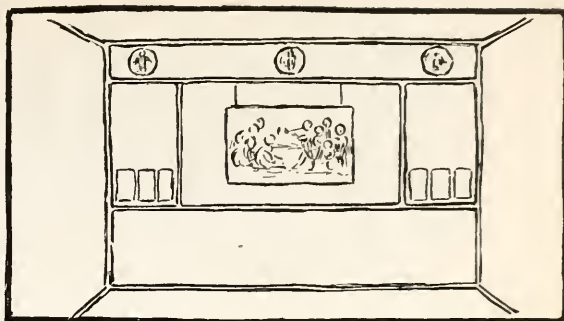


PLATE II

left which we may decorate. The picture must primarily fit the space in which it is destined to be hung. With this in mind, we will choose a long, slender one to be placed between the blackboard and the door, and a somewhat wider one for the other side of the board. Some elbow room must always be left around the frames and small, scrappy pictures are to be avoided. Keep the wire flat and vertical, in harmony with the lines of the room. Above the window a triple or double or single picture may be hung, following the general shape of the window. If you have many places which you wish to decorate and your purse is limited, begin with the largest and most conspicuous space and plan to fill it well. To the left of the window we might place two or more pictures hung together. They satisfy the eye, tell as one spot with their surroundings, and are in harmonious line. Casts may be used in place of pictures, hanging them in the same manner, flat against the wall by two wires. For instance, over the blackboard we will hang one large piece flanked by two smaller ones. And these three, though broken in space, still count as a unit. It is often desirable to use a number of small pictures, either singly or strung together. These hung in a frieze-like way often make a happy color tone carried out in a regular border around the room.

Plate II shows the end of a room broken into five interesting oblongs of varying sizes and proportions, by horizontal and vertical lines. Pilasters made of flat pieces of stained wood may be used to cut this space into the panels. In the center hang one large cast. In the narrow frieze above place the Baurbini casts, which tone so beautifully with the wall. These, though small and inconspicuous spots, make good



PLATE III.

space fillers. Three small pictures at the ends of the two vertical panels might be added.

Another question arises as to the kind of picture one should select. Posters are highly recommended because they are flat in tone and harmonious in color. (See Plate III). The reason that the poster is to be preferred in the class room as a mural decoration is that it is a **pattern**, having a flat and mural quality which goes well with any wall space. It **suggests** out-of-doors to you but also has the pleasing quality of seeming to stay in the same plane as the wall. It does not "make a hole" or suggest depth, which are not desirable. Also posters show much diverse subject matter and those telling stories of children, boats, fishermen, dogs, rabbits, birds, etc., are easily obtainable at moderate cost. Landscapes, interiors showing various occupations, Dutch, Indian, and Japanese life, the Prang pictures of Mother Goose Tales, the series showing the five senses by Jessie Wilcox Smith, many by Elizabeth Shipper Green are all of great interest. They are flat and decorative and if passepartouted and hung low where the children can easily see them, add much to the attractions of the kindergarten.

We now come to the window (See Plate IV) curtains in the school room, for the most part, are to be deprecated. If they are necessary, they may be made of some neutral toned thin stuff, and decorated with a block print cut in wood, of a flying bird, a swimming fish or a growing tree. (See



PLATE VI

Plate V). The design may run in two borders, at top and bottom, or it may be repeated in an all-over pattern. Use oil paints so that the curtains may be laundered. Imitation of stained glass or colored papers pasted to the window are less good.

All is design. Even the arrangement of pots on a window sill is a pattern. It is the relation of one mass or space of light and dark to another. In this way we are all designers, whether we will or no. If the room is very dark and gloomy, a little wooden basket made to hold a pot in which grows a vine or a piece of Japanese ivy adds a dash of color. Keep all a bit formal with an eye to having the spots of color well arranged.

In the center of the window sill one could have a vivarium, a cage of wire, containing soil, a wee turtle or two, plants and seeds cocoons, a saucerful of water with a tadpole slopping around in it. This is always great source of delight to the children. Fish seek the dark, so do not place them in globe in the window. But for plant and animal life that thrive in the light a vivarium is a good thing.

In regard to the blackboard, the major part must of necessity and choice be left free for the teacher and children to draw upon. But the higher part may be utilized in a decorative way by drawings of things in touch with the season. Even if you cannot draw well, remember the decorative quality of spots. For instance, the most humble-minded of kindergartners who ever attacked a blackboard could draw birds, a border, with a suggestion of clouds. (See Plate V). Boats, flower forms, tree animals, children, all kept very simple prove the best motifs.

Avoid the picture drawn in September and erased in May! It takes cleverness to do this well and is generally weak imitation. To make formal, conventional borders



PLATE V

...kes much less skill and is more spontaneous and better in every way. Keep the technique flat, so that the form properly takes its place on the surface of the board. In the summer time use flowers and birds; in the winter, wreaths, red berries and green leaves. Hearts, doves and ribbons speak of St. Valentine's Day, and hats, tops, bats and balls, of the outdoor season. Illustrate a story, if desired, in a flat, outlined, mural way, and rub off in a week or so.

Back of the sand-table which stands in the corner of the room, could be placed pieces of cartridge paper and on these drawings made which are in keeping with

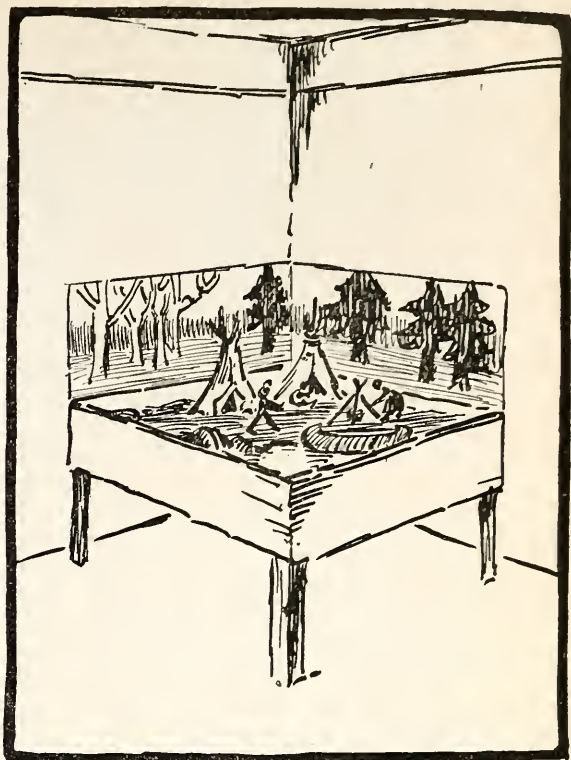


PLATE VI.

the story worked out in the sand. (See Plate VI).

As all children are fanciful and love mystery, hang a curtain in front of the cabinet, so that the objects kept there may only be seen and used on occasions. Take an idea for a day and bring to light such toys and bright little vases as will further the thought in mind. The German toys are often delightful and the children instinctively see the fun in them and greatly enjoy their bright and gay color.

Keep examples of children's work in a scrapbook made of strong, softly toned paper, called, say, "The Book of Art" or "The Book of the Gold Star." Do not keep many samples, but fill the book up gradually throughout the term. Another good way is to make up little screens, a piece of work on each page. Or the portfolio idea may be preferred. Mount each piece of children's work or magazine clipping on bogus or cover paper and keep all filed away in the portfolio. Such a collection on which to draw is necessary to each kindergartner who is going to live in this House Beautiful.

So, to sum up, I leave a few admonitions. Do not crowd the room. Have few pictures,

few toys, but these of the best, refined and good. Do not paste things upon the walls or upon the wainscoating, for this is not good design. The decorations should be kept in their proper places and pictures should have respect paid to them. Do not keep things up long. Dust covered, curled up with the heat, it becomes agony to see them. Better nothing, than things that are past their prime. Do not have a Xmas tree kept weeks after its time, its candy gone, its glory quite departed. The spirit of things is to be maintained and one wants no bedraggled finery. Our Kindergarten Beautiful must be simple, showing a gay and childlike spirit and to make this possible we must have the Kindergarten Beautiful, with hands and heart ever willing and loving.

THE OTHER LAND OF THE FLOWERS.

VIOLA SHEPHERD MARSH.

"Oh Mother, look my lovely golden rods are all brown and old!" said little Ruth gazing out upon the meadow and garden from her small window.

"Yes dear," said Mother, "they must be dying."

A pair of deep blue eyes looked a startled denial back into hers, and the smallest of mouths answered: "Miss Lillian said that the flowers just went to sleep, and Miss Lillian is always right," adding after a moment, "Will I get brown when I die, Mother?"

"Run away and don't bother Mother now," was the answer.

Still pondering this child problem, Ruth walked out into the sunny meadow, hoping that her lovely yellow friends had not heard what was said. "I guess I'd better just whisper and tell them not to be afraid 'cause I go to bed every night," thought she.

So laying her small hand on one of the bronzed clusters, Ruth said softly: "Dear golden rods, I hope that God will send you beautiful dreams when the Sandman comes 'round tonight. Will you tell me what they are when the sunshine kisses you and makes you all really truly yellow again?"

The golden rods nodded drowsily as they bent their heads lower and low-er.

"What makes my little girlie look so sad," called a gentle voice behind her, and

turning around Ruth saw Miss Lillian with her tender smile.

"Oh Miss Lillian!" cried she brokenheartedly. "Mother said that the dear golden rods were dying and you told us that they just went to sleep."

Miss Lillian did not talk much, she just understood, and so she answered soothingly, "Perhaps Mother did not notice how sleepy they grow when the long winter comes. Why, dear golden rods are going to sleep now, they have their eyes nearly shut."

"When Dream Lady comes to bid you good night tonight," added she "you must ask her where all your friends go when the long winter comes, for I am sure that the flowers are just as busy then as now."

"I will, Miss Lillian," answered Ruth joyfully, and I will send her to talk with Mother."

* * * * *

"Goodnight little one," said the Dream Lady, standing by Ruth's pillow.

"Good-night. Oh don't go, dear Lady. Take me with you and show me where all my friends go in the winter," said Ruth adding anxiously, "You do know, don't you?"

"Yes, indeed," said Lady Dreams. "We can get there in a few minutes, if you will jump on this little shooting star." Hardly had she spoken when they were both whirling away.

The star made a little path of light across the sky, and they could see the blue sky, the silver moon, and the little sister and brother star playing soldiers, and each one carrying his own light, and each one carrying her own or her bedroom candle.

Quietly they were swept along, and silently dropped into a soft, moonlit, cloud garden.

"How beautiful, Dreams," said Ruth. "Tell me what are those lovely lights which shine such a beautiful yellow, pointing to the garden?" she spoke, to the nearest corner of the garden?"

"Come closer, and you will see," said the guide.

"Dear golden rods!" exclaimed Ruth. "My own, own golden rods!" and she jumped up and down.

"Yes," said the fairy, "God put each little flower into the world for some really good reason. Perhaps because of its lovely color, or sometimes it may be only a beautiful floweret with a lovely perfume, then

great gorgeous blossom, just good to see. They do their very best, each one; shine out a beautiful color, give a sweet perfume, and grow lovely in God's own way, then the fairies of the flowerland go down to earth, and pick out all the best ones, and put them to sleep."

"How do you do that?" said Ruth. "I have to go to bed first."

"We fairies each have a wand," said Lady Dreams, and when it is dark, and we go down from our cloud homes, we visit the fields and the gardens and lifting by our wands we say:

Deep baby flowerets 'till Springtime again,
Warmed by the snow flakes, and washed by the rain,
Longer and stronger each floweret will grow,
Dressed by the dew drops, and warmed by the snow."

"When they are all fast asleep, we pick out the most beautiful, those which have done their very best, and these we carry off to flower land."

"What a beautiful place for golden rods," said Ruth looking about her.

"Yes indeed," answered the fairy. "You see what a lovely, golden light they give over there by the wall. Why they make a little path of brightness for us to walk in." Sure enough, as Ruth looked down she was walking in her dear golden rods' yellow light. It looked just like Miss Lillian's Merry Sunshine," she thought.

Suddenly Ruth caught the passing whiff of a delicate perfume. "What is that faint perfume, Dreams, and from where does it come?" said she.

"Another friend of yours," came the answer. "Late last spring we found some baby flowerets hidden away, and so we planted them here where they might teach their sweet lesson of giving, to others."

"The blue violets, I am sure," said Ruth. "I think their lesson is lovelier than the Merry Sunshine's message."

"And they are only babies, too, my dear," said the fairy.

Everywhere Ruth met with surprises, and the look of denial that had flashed from her eyes in the afternoon, gradually gave place to one of content and satisfaction, for Miss Lillian was right.

Almost unnoticed, the grey cloudy garden had been fading away. Lady Dreams prepared to go. Far off in the sky the earliest beams of morning were glowing and growing.

"Let us ride down on the first sunbeam, girly," said Dreams.

"Wouldn't that be splendid, Dreams!" answered Ruth.

"Make haste then," answered her companion.

Ruth turned to catch the last pale gleam of the golden rod clusters, but the sunbeam waits for no one, and both were caught up in a rosy haze, and swept away. The dream fairy and her wand melted away slowly until nothing remained to remind Ruth of her cloudy journey, but the faint delicate perfume, coming from a little vase by the side of her bed. Perhaps Lady Dreams had really spoken to Mother after all.

KINDERGARTEN PROGRAM FOR SEPTEMBER

LILEON CLAXTON.

In writing a program of work to be read by workers in widely differing fields one feels how far short of meeting the actual problems it must necessarily fall. If a teacher follows a set program she will not develop individuality in her work. Neither will her work be closely related to the daily needs arising from the environment in which she finds herself. It is not intended that the suggestions that are to be made in this department this year shall be followed in detail. It is rather hoped that a picture of each month will be drawn in which the reader will see her own conditions involved. It will be hers to adopt, discard or add to as she sees fit. Another thing to be borne in mind is that the subjects discussed in the kindergarten need not be taken up exhaustively. It should be the purpose of the kindergartner to clarify the hazy ideas that the five year olds have acquired instead of making them walking encyclopedias. Let us remember there are classes above. How many grade teachers complain that the freshness of their subjects have been taken away by too much dabbling with them in the kindergarten?

The development of the idea of social interdependence is so important a part of the kindergarten work that a definite "Helper" will be chosen each month to assist in achieving this end. One month the policeman will be the "Helper" for consideration, another month the postman. In September we will take the mother as the "Helper."

Any of the dignified employments that the children's environments offer will be suitable subjects for "Helpers." The ragman hardly falls under this head. Let us select them with care.

The suggestions in rhythms are not expected to indicate a full line of development but to show how rhythms may grow out of the daily kindergarten employments. While the story and song lists name several for each week it has been thought by many experienced workers that one **new** song and story each week meet the children's needs better than so many as have often been presented in our kindergartens.

We assume that some of the children in the September classes are "Hold-overs." These children form a connecting link with past experiences and are able to express themselves with less embarrassment than the new children. For a time the subject matter here introduced is approached through these children. The nature of the subjects will indicate that they are not necessarily to be used on succeeding days but will be interwoven daily into the talks and stories.

FIRST WEEK

Subjects For the Morning Circle

1. Vacation recalled.
2. Getting acquainted.
 - (a) With playmates.
 - (b) Teacher.
 - (c) Room.
 - (d) Building.
3. Home life of children.

(a) Home { Location.
Rooms.
Furniture.
Family.

(b) Baby { Activities.
Toys.
Needs.
Bath.
Food.
Clothes.

4. Helper.

Mother
Prepares food and clothes.
Washes, irons, etc.
Loves family.

Stories

A Little Boy's Walk.—Finger Plays.—Poulsson.

Here a Ball For Baby.—Finger Plays.—Poulsson.

Three Bears.

Story of some picture in the kindergarten.

Rhymes

Dance To Your Daddy.—Mother Goose
Jack and Jill.—Mother Goose.

There was an old woman
Who lived in a shoe.
She had so many children
She knew just what to do.
She gave them some broth
With plenty of bread.
She loved them and kissed them
And put them to bed.

L. C.

Songs

Good Morning.—Baker's Dozen for Children.—Valentine and Claxton.

Good Bye.—Book I.—Gaynor.

The Family.—Froebel Mother Play.—Benediction.

This is the Dolly.—Holiday Songs.—Poulsson.

Rock the Baby.—Small Songs for Small Singers.—Niedlinger.

Games

We go across the street.
I went to see my friend one day.
Hiding ball.
Can you tell little play-mate.
(Colored balls in circle.)

Dramatization

Home Employments—This is the way we wash our clothes, iron our clothes, etc. Use music of "Here We Go Round the Mulberry Bush."

I Know a Little Lassie.

Baby's Horses.—Baker's Dozen for Children.—Valentine and Claxton.

Jack and Jill.

Rhythms

"Little Boys" walk around the room. (Play quieting music.)

Pushing Swings.—Waltz Music.

Rocking Baby.—Waltz Music.

Walks or Visits

Walk about the corridors and courts that the children use in entering and leaving the building.

Illustrative Material

Vacation collections made by the children, such as pebbles, pails, spades, boxes.

Pictures of houses, rooms in homes, furniture, implements of house work.

Pictures of father, mother, baby, etc.

Babies' toys connected with idea of others' work in the home, as dishes, tubs, finger, tables, etc.

Gifts and Occupations

Let us remember that the Gift and Occupation materials need not be changed every year. A line of work with the same material may be continued daily for a week or more to great advantage to the children.

First Gift—Emphasize the activities of the children. Illustrate the "Little Boys' Walk."

Second Gift—Represent vacation experiences as

- (a) Trolleys.
- (b) Boats.
- (c) Rolling down hill.

Third Gift—Represent

- (a) Kindergarten tables, chairs, piano, etc.
- (b) Furniture in homes.

Free Cutting.

- (a) Snipping.
- (b) Fringing.
- (c) Baby's toys spoken of in Finger Play.
- (d) Simple household objects.

Drawing

- (a) Vacation experiences.
- (b) Home.
- (c) Mother.
- (d) Baby.

Play.

- (a) Marbles.
- (b) Pies.
- (c) Beads.
- (d) Worms.
- (e) Wheels.

and.

- (a) Free play in wet sand.
- (b) Free play in dry sand.

Fastening—Pictures, chains.
Stringing clay beads.

SECOND WEEK

Subjects For the Morning Circle

Birds.

- (a) Home.
- (b) Winter flight.
- (c) Birds that go south.
- (d) Birds that remain north.

Caterpillars.

- (a) Food.
- (b) Habits.
- (c) Color.

Butterflies.

- (a) Food.

- (b) Habits.
- (c) Colors.
- (d) Uses.

4. Cacoons.

- (a) Colors.
- (b) Uses.

Stories

The Crane Express.—Child's World.—Poulsson.

Good Mother Stork.

The Caterpillar.—Finger Plays.—Poulsson.

Some picture in room.

Rhymes

Once I Saw a Little Bird.

Sing a Song a Six Pence.—Mother Goose.

Songs

Polly.—Baker's Dozen for City Children.—Valentine and Claxton.

Caterpillar.—Mother Play, Froebel.—Blow edition.

Butterflies.—Mother Play, Froebel.—Blow edition.

From the Far Blue Heavens.—Kindergarten Chimes.—K. D. Wiggin.

The Blue-bird.—Small Songs for Small Singers.—Niedlinger.

Games

The Pigeons.—Holiday Songs.—Poulsson.

Little Ball Pass Along.

Sense Game.—Feeling and naming objects.

I Put My Right Hand In.

Dramatization

Polly.—Baker's Dozen for City Children.—Valentine and Claxton.

Migration of Birds.

Caterpillar and Butterfly songs.—Mother Play, Froebel.—Blow edition.

Once I saw a Little Bird.—Mother Goose.

The Blue-bird.—Small Songs for Small Singers.—Niedlinger.

Rhymes

Flying Birds.—Waltz music.

Hopping Birds.—March time, well accentuated.

Birds Picking Up Food.—Waltz music.

Caterpillars Crawling.—Quieting music.

Butterflies Flying.—Waltz music.

Walks or Visits

A pigeon house.

A bird's nest in the eaves of the school house or in a shutter of some house in the neighborhood, or in a tree.

Watch birds and butterflies flying.

Look for sparrows, pigeons, and caterpillars.

A home where a parrot is kept.

A field or woods or park to see this animal life if possible.

Robins or other migrating birds.

The play grounds in the school building.

Illustrative Material

Nests.

Caterpillars—Put in glass bottle to watch the spinning of the cocoons. Save till Spring awakening.

Butterflies.

Cocoons.

Borrow a parrot.

Pictures of various birds. Some of our own climate and some of other climates.

Pictures of various butterflies and cocoon spinners.

Gifts and Occupations

First Gift.—Represent bird, butterfly and caterpillar activities and colors.

Second Gift.—Continue thoughts of previous week.

Third Gift.

(a) Pigeon house.

(b) Previous week.

Cutting—

(a) Pictures with straight edges from papers.

(b) Strips for chains.

Coloring with wax crayons.

(a) Stencil of a bird in flight.

(b) Stencil of a butterfly.

Drawing.

Tall grass.

Mounting.

(a) Pictures cut out.

(b) All the bird stencils on one large blue mounting card.

(c) Each butterfly on the separate sheet of paper on which tall grass was drawn.

Sand.

(a) Represent woods with nests in trees and pictures of birds appropriately placed.

(b) Free play in wet and dry sand.

A terrarium in the kindergarten in which to keep the caterpillars, etc., will add greatly to the interest of the children and will help to develop care of helpless creatures.

THIRD WEEK

Subjects For the Morning Circle

1. Flowers.

(a) Golden-rod.

(b) Astors.

(c) Cosmos.

(d) Dahlia.

(e) Sunflower.

Call attention to flowers that are gone. Lead to idea of departing flowers. The thought will be carried through October and November.

2. Trees.

(a) Maple

(b) Oak

Color and thickness of the foliage.

3. Fruits.

(a) Grapes.

(b) Peaches.

(c) Bananas.

(d) Plums.

4. Seeds.

(a) Milkweed.

(b) Seeds of flowers and fruits named above.

(c) Uses.

Stories

Clytie.—Child's World.—Poulsson.
Golden-rod and Astor.—Nature Myths.
How West Wind Helped.
Dandelion.—Child's World.—Poulsson.
Sleeping Beauty.
Some picture in kindergarten.

Rhymes

Mary, Mary, Quite Contrary.—Mother Goose.

Call To the Violets

Violets, violets,
Open your eyes,
Open your eyes,
Open your eyes,
Violets, violets,
Open your eyes,
And make a pretty surprise.

Songs

The Flower Wagon.—A Baker's Dozen for City Children.—Valentine and Claxton.
Summer Flowers are Sleeping.—Patty's collection.

Father, We Thank Thee.

Games

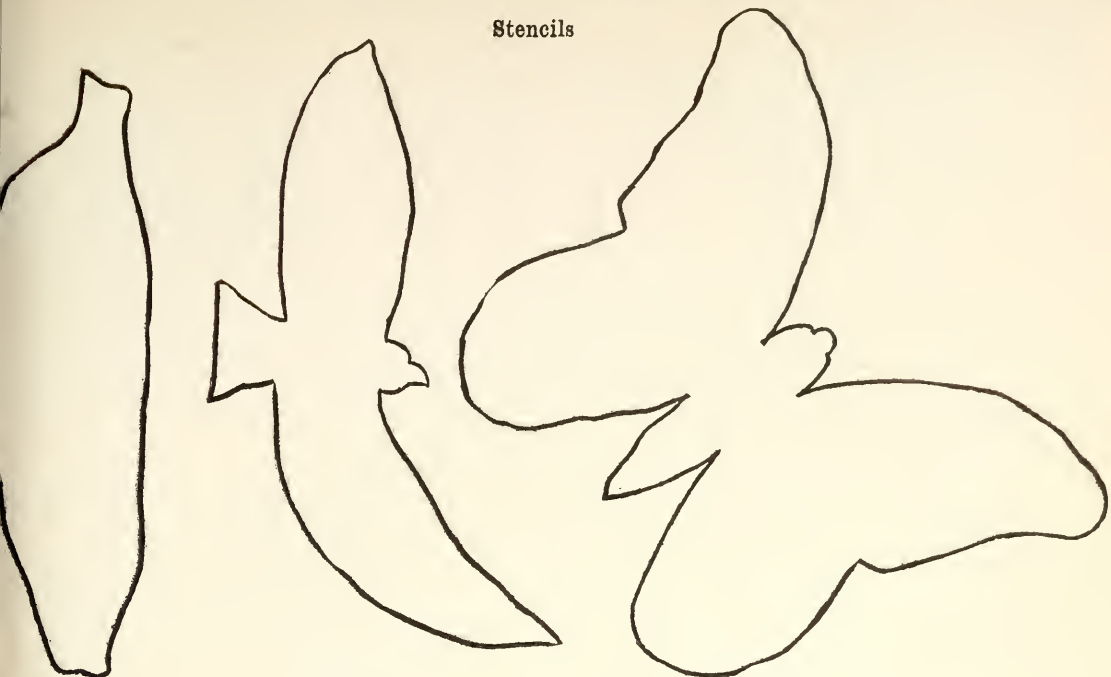
Flower Wagon.—Baker's Dozen for City Children.—Valentine and Claxton.

See-saw.—Small Songs for Small Songs.—Niedlinger.

Milk Weed Frolic.

Bouncing balls rhythmically.

Stencils



Banana

Flying Bird

Butterfly

Hot Potato—Children throw the ball tickly from one side of circle to the other while one in center tries to touch child who has ball in hand.

Farmer in the Dell.

A tree near school.

Fields to find flowers and seeds talked of. Buy plant from a flower wagon.

Walk through the corridors of the school that run near the kindergarten. Possibly

Clay—Marbles



Clay—Wheel

Clay—Ring



Clay—Beads



Clay—Worm

Dramatization

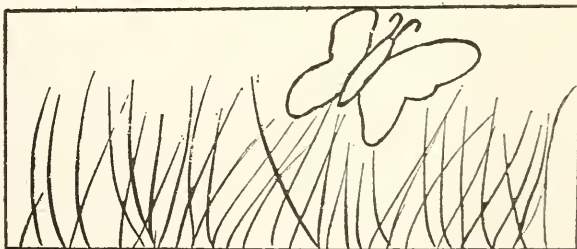
Mary, Mary.
Sleepy flowers, etc.
Children gathering seed pods.
Fruit peddler.

Rhythms

Flowers swaying.
Trees bending.

Walks or Visits

Skipping to music of songs.
A garden in neighborhood.
A florist shop.



Drawing—Mounted Butterfly

visit the principal's office.

Illustrative Material

September flowers.
Branch of green leaves.
Above named fruits.

FOURTH WEEK

Milk weed pods.

Seeds of flowers and fruits.

Pictures of Sleeping Beauty, Clytie, Mary, Mary's garden, violets, fruits, etc.

Gifts and Occupations

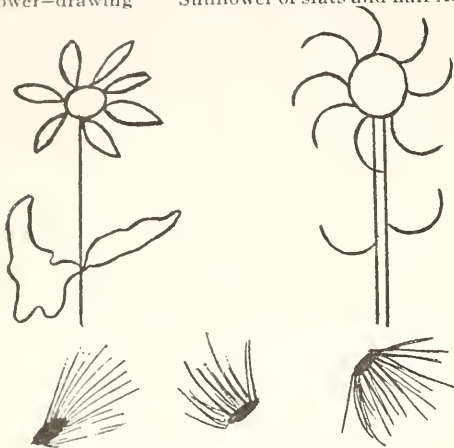
First and Second Gifts Combined.

- (a) Fruit dealer.
- (b) Flower wagon.

Third Gift.—Continue plays of the weeks before.

Tablets, slats and half rings—Sunflower.

Sunflower—drawing Sunflower of slats and half rings



Drawing—Milkweeds

Drawing.

- (a) Milk weed.
- (b) Sunflower.
- (c) Free drawings.
- (d) Bananna from stencil.

Clay.

- (a) Beads.
- (b) Peach.
- (c) Free play.

Painting.—Clay beads.

Sand.

- (a) Perforate holes in wet sand with meat skewers or pencils.
- (b) Mud pies.

Peg Boards.—Mary's garden.



Tearing

Tearing.

- (a) Snips.
- (b) Strips.

Mounting.—Strips torn so as to represent fence and trees.

"Plays and Games for Indoor and Out," by Belle Ragnar Parsons is a new publication by Barnes and Co. This material appears in several forms already, notably the outline programs printed in Kindergarten Magazine for 1906-7-8. This was first presented as school room exercises in the public schools of Rochester—1901, and again in the Horace Mann Schools as an experiment in correlation the following year. It might be asked by what authority Miss Parsons claims the initiative in publishing a book, the entire plan and subject matter of which originated with Miss Marie Ruef Hofer. The book as put forth is the first rough draft attempt to organize the material for use in the grades. The material is valuable inasmuch as it represents ten years' teaching experience previous to its organization in the Horace Man School under the direction of Miss Hofer. This original book appears shortly.

A Dann's Noiseless Blackboard Eraser Postpaid for **10 Cts**
and a Pint Pkg. Rowles' Inkessence

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SPECIAL DAY EXERCISES, 165 pp., 25c.

Best medicine ever to cure that "tired feeling" in school.

HENRY R. PATTENGILL, Lansing, Mich.

publisher of this Magazine recent trip met a considerable number of superintendents, other school officers, and over the subject of Perolin, a new dust absorbing sweeping compound, was mentioned, the veritas that it is a "really good" It should be used in every house in America. The advertisement of the Perolin Co. will find in another column.

Atlas School Supply Co. recently erected a very large complete factory in Chicago for the manufacture of school supplies. They make many things of interest to kindergarten and primary teachers, and their new catalogue free on request.

VOWEL SONGS

FOR

Training in the Kindergarten and Primary Grades of Schools

BY

William M. Lawrence.

Price 25 Cents.

This is a series of six little songs for the special training of vowel pronunciation in singing—they afford benefit for similar vowel training in reading voice as well. Singing of this nature given in the first song, not only takes away the tedium of vowel practice when exercised but arouses enthusiasm and eagerness in the part of pupils to do the work, the enjoyment realized does away the consciousness of work and the usual benefit is all the more complete as well as more easily attained. Each claim can be made for the first of these songs, they are tuneful and childlike, and are written with musical polish. The verses are written from the view of bringing in the part of vowel as often as possible.

NATURE SONGS AND LULLABIES

Words by Anna B. Badlam
Music by Carrie Bullard.

Price 50 Cents.

These songs, 15 in number, show the value of unified co-operation between teacher and composer. They give every child a sense of combined and harmonious effort. The poems are thoroughly childlike in character; are written with the voice of one who is in close touch with modern child training and contain an excellence in thought and literary expression which meet present day requirements in Kindergartens and Schools. The melodies are strictly in keeping, using childlike simplicity without commonplaces, and are furnished with accompaniments that show the final polish of the capable, talented composer.

Added acquisition to the collections of children's Songs.

Published by

Clayton F. Summy Co.,
222 Wabash Avenue, Chicago, Ill.

Trouble's a ton or trouble's an ounce,

Or trouble is what you make it;
And it's not the fact that you're hurt that counts,

It's only—how did you take it?
You're battered to earth, well, what of that?

Come up with a smiling face.
It's nothing against you to fall down flat;

But to lie there—that's the disgrace.

Under the title of "My Country" The Tandy Thomas Company of New York has issued a most beautiful edition of "America." Each line of the hymn is given a full page illustration. In many cases these are striking American scenes such as Niagara Falls, The Garden of the Gods, etc. The work is of great patriotic and educational value as it helps to associate the physical greatness of our country with the words of the hymn in the minds of the pupils. It will prove a most valuable and suitable gift for all occasions. In fact we know of no more attractive work than "My Country."

Somebody did a golden deed;
Somebody proved a friend in need;
Somebody sang a beautiful song;
Somebody smiled the whole day long;
Somebody thought, "'Tis sweet to live;"

Somebody said, "I'm glad to give;"
Somebody fought a valiant fight;
Somebody lived to shield the right;
Was that "Somebody" you?

Our readers who contemplate purchasing anything in the line of heating apparatus, hot air, hot water, or steam, with or without fittings for same, will do well to secure a catalogue from the Peck-Hammond Co., Cincinnati, Ohio, who are extensive manufacturers and send out their furnaces with instructions which will enable any one to put them up at slight expense. Their advertisement will be found in another column.

Many people have desired to own an encyclopedia, but have not felt able to secure anything really desirable. The John C. Winston Co., of Philadelphia have recently issued an entirely new encyclopedia of 8 large volumes, printed on good paper, and well bound, which they offer to send anywhere charges prepaid on receipt of only \$6.00. A further description of this encyclopedia will be found in our advertising pages.

The Bogus Paper Weaving Mats advertised in another column by Atkinson, Mentzer & Grover, are proving very popular among kindergartners and primary teachers. The manufacturers offer to send free samples. Their advantages are referred to in an advertisement to be found elsewhere in this issue.

Clayton F. Summay Co., 222 Wabash ave., Chicago, are publishers of kindergarten books that are really helpful and are proving more than usually popular. Vowel Songs, by Wm. M. Lawrence; Nature Songs and Lullabies, words by Anna B. Badlam, music by Carrie Bullard, are referred to on another page in our advertising columns. Lits and Lyrics, published by the same company, is having an immense sale; every song in the book has distinctive merit.

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Particulars to those interested, or send 25c in stamps for a box containing the 24 colors.

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Binney & Smith Co.

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Pardon our use of slang, but if you have school books you don't need, don't burn them. You can sell them for cash or exchange for others you want.

Send for list of Books Wanted (giving prices paid), also, if interested, for Bargain List of Books for sale at Low Prices.

C. M. Barnes-Wilcox Co.,

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Whatever the Age,**
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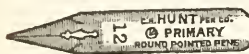
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Price 75c per gross.

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manufacture. This card contains a sam-
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teaching geography: the maps are con-
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to emphasize and specially interest the
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Philadelphia, Pa.

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All who joy would win
Must share it. Happiness was
born a twin.

—Byron.

It ain't no use to grumble and
complain,

It's jest as cheap and easy to
rejoice;

When God sorts out the weather
and sends rain,

Why, rain's my choice.

—James Whitcomb Riley.

A remark made by L. A.
Hawkes, a pen expert, that "a
pen is only as good as its point"
is so true that pen manufacturers
have for a century experimented
to find the means and method of
making the points perfect. It re-
mained for the C. Howard Hunt
Pen Company of Camden, N. J., to
solve this problem and bring out
their famous ROUND POINTED
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all kinds of paper without scratch-
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has been recognized by all educa-
tors. A number are now advoc-
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Their cost is very little greater, if
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Probably nowhere in America
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church bells than at Northville,
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product will be found entirely
satisfactory.

Oliver Ditson Co., of Boston,
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which have proven of lasting
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book entitled "Chimes of Child-
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other column, will rank well
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The publishers offer to send it
with return privileges and we ad-
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Material for Kindergartners at
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constructive work in the primary grad-
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Bedroom Slippers, Doll's Hood, Doll
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Boy's Hat, Little Girl's Hat, Child's
Hood, Jumping Rope, Toy Horse and
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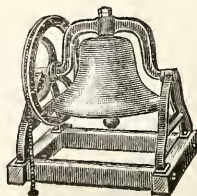
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Northville, Mich.

The Kindergarten-Primary Magazine

VOL. XXII—OCTOBER, 1909—NO. 2

The Kindergarten-Primary Magazine

Devoted to the Child and to the Unity of Educational Theory and Practice from the Kindergarten Through the University.

Editorial Rooms, 59 West 96th Street, New York, N. Y.
Business Office, 276-278-280 River Street, Manistee, Mich.

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All communications pertaining to subscriptions and advertising or other business relating to the Magazine should be addressed to the Michigan office, J. H. Shults, Business Manager, Manistee, Michigan. All other communications to E. Lyell Earle, Managing Editor, 59 W. 96th St., New York City.

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Notice of Expiration is sent, but it is assumed that a continuance of the subscription is desired until notice of discontinuance is received. When sending notice of change of address, both the old and new addresses must be given.

Remittances should be sent by draft, Express Order or Money Order, payable to The Kindergarten Magazine Company. If a local check is sent, it must include 16c exchange.

IMPORTANT

Notwithstanding that we have announced in every issue during the past year that all matters pertaining to subscriptions or advertising for the Kindergarten-Primary Magazine should be addressed to Manistee, many letters are still going to New York City. This occasions delay and extra work in the editorial rooms. Kindly note that editorial rooms only, not a business office, are maintained in New York, and send business letters to Manistee, Mich.

J. H. SHULTS.

This magazine to Jan., 1911, for \$1.00.

Conditions: That you mention this special offer when subscribing, and remit before Oct. 15, 1909.

NOTES ON KINDERGARTEN THEORY AND PRACTICE

E. LYELL EARLE



IN the September number of the Kindergarten-Primary Magazine, our purpose was to consider the sources whence principals of theory and practice could be derived. Our next step was to take the child to be educated, with special emphasis upon physical and mental conditions peculiar to children from four to eight years of age. Our notes this month shall discuss the native tendencies or instincts of the child especially as manifested in his spontaneous activity in free play.

It is not necessary here to give the various theories of play, inasmuch as psychologists are not agreed on the matter themselves. In a later issue it will be sufficient to suggest the principal views on the nature and value of play. We shall now consider the native instincts of the child, and their value as foundations for educational processes.

James makes this suggestive statement: "Every educational process is either the modification of an instinct, or the engrafting of a new reaction thereon."

This truth makes it imperative that every teacher be familiar with the nature and kind of instinct, and the means by which the instinctive tendencies may be modified into educational values. Genetic psychology should be our guide in this study.

Instinct, primarily, is a native tendency of the organism to respond to the proper stimulus. Self-activity is the instinct in action and may be defined as the spontaneous response of the individual to the proper stimulus. I recall an instance which illustrates well the nature of instinct and self-activity, and the individual differences noticed among children in their manifestation.

One Sunday afternoon while walking, I noticed a young mother with two remarkably fine children directly in front of me, a little girl of about six years on the inside of the mother, and a little boy of less than five on the outside. Just as we were crossing a street, a cat sneaked down along close

to the houses, and crouched, ready to make a spring and get across the street to the park opposite. The little girl noticed the cat and said to her mother, "Pretty pussy;" the little boy leaned over, and by the tension of his body, I saw that his tendency was to chase the cat. There wasn't much time left for doubt. The cat sneaked a little farther along the house, the little girl still calling "pretty pussy," when as it darted in front of the mother and her children, the little boy reached out and made a kick at it, and broke from his unsuspecting mother's hand in hot pursuit. The mother grabbed him and said, "Harry, mother is astonished and grieved; see how nice sister said, 'pretty pussy,' and the tears came to the chagrined mother's eyes. They continued on their walk a little more solemnly, and I could occasionally hear the words of the disappointed mother lamenting Harry's disgracing them on their Sunday afternoon walk.

I am sure **father** heard about the story in the evening, and the probability is, that the mother relieved her feelings by referring to the girl's conduct in saying, "pretty pussy," and consoling herself with the traditional explanation that Harry never got such tendencies **from her**.

I felt like talking to the mother, if I had dared, because the lesson of the episode might have been a fruitful one for her. The ready tendencies of the little girl to admire form and beauty and grace, and to play appreciatively with objects possessing them is an unmistakable indication of activities of special educational value. The lust of the hunt, and the lure of the game, and the chase were pulsing in the boy's best cells, and it was practically impossible for him not to yield to the proper stimulus, in the presence of the hunted cat.

We have in this fact the nature of instinct illustrated as a native tendency to respond to the proper situation in the actual conduct of the girl and boy, a manifestation of self-activity, and spontaneous response to the proper stimulus. The lesson for the kindergartner is, that she should bring a knowledge of these activities as discovered in the conduct and play of the street, and the home, into the kindergarten room, and make them the basis of educational activities.

Genetic psychology, furthermore, furnishes us with a division of instinct, not

found in the usual descriptive psychology.

It tells us that an organism differs from an inorganic machine in being self-running, self-feeding, self-repairing, self-changing, self-regulating, and self-reproducing. No machine or inorganic substance is capable of doing any of these things to any considerable extent. These characteristics may all be expressed in a sentence by saying that an organism possesses and maintains unity. It is this organic unity makes it possible for the human organism to store up its helpful reactions in the form of useful instincts; while the same unity makes it possible to modify the whole individual by specific exercise of any organ of the whole.

From the standpoint of hereditary tendencies we have first the physical functions, such as breathing, sleeping, digesting, etc., which have to do with the normal growth of the organism in its spontaneous response in securing pleasure out of food, and light and other agencies of environment. These are physiological instincts and are suggestive to the kindergartner in arranging for physical conditions of room.

Secondly: The so-called reflex functions which are found in particular uses of the above named physiological processes, such as sneezing, coughing, sobbing, etc., none of which rises really into the domain of psychology, properly so-called.

Third: The individualistic instincts which have their end in the actor himself. This instinct is remarkably strong in children of the kindergarten age, when the securing of pleasure and activity is dominant. The individual instincts have, as the years go on, their proper development into the racial instinct, which tendencies are merely rudimentary in children of the kindergarten age. They furnish one of the strongest motives and material for free play about home and family, etc., and can be made, perhaps, the most vital of all of the instincts of that early period.

The next class are the social instincts which furnish the basis for social life in the home and the state in the kindergarten period; it manifests itself largely in all the social games and values of companionship as follows:

First: As securing stimuli for activity and pleasure from the presence and contact of others.

Secondly: By arousing sympathy in old-

people and finally through ambition to attract attention from others. All of these instincts are common to most re-acting organism. For that reason they are particularly important in the kindergarten period, as furnishing material for motives and control.

There are, however, other instincts which are of even greater value, when we come to their relation to educational processes.

Professor Kirkpatrick in his work on Genetic Psychology states these points so clearly, that we will quote from him rather extensively.

Adaptive instincts, because their functions seem to be to adapt the individual while young and plastic to modes of life that will secure survival in maturity. They are also of help to adult individuals in making quick adjustments of behavior to new conditions.

Play, the first of these, is useful as a mere outlet of surplus energy, because its results are many and varied movements, which not only increase the strength of the organism but give opportunity for many movements that have favorable results to be selected for repetition and development into useful habits. This holds true even if we suppose the character of the movement made in play to be entirely a matter of chance. There is, however, good reason for saying that the playful movement of young animals are not wholly a matter of chance, as are some of the undifferentiated movements of the spontaneous type.

The movements made in play are in general characteristic of the species, and at different ages are specialized in certain directions in accordance with growth and development. Being under the protection of their parents the young animals have no need or opportunity to stalk prey, flee from danger, or fight enemies; but as the organs for performing these actions develop, energy flows out in playful movements of these types. The young animal thus develops powers and forms habits that will be useful in adult life, much more rapidly than he would if his movement were of an entirely random character. The higher forms of playful activity, as we shall see later, may be developed and specialized in many directions and to a greater extent than is demanded by the necessities of physical survival.

The instinct of imitation is another form

of the adaptive instinct which helps in acquiring useful modes of behavior and saves much time that would otherwise be spent in useless trial movements. Imitation may be regarded as a specialization of the social instinct that renders an individual sensitive to what companions do to such an extent that their movements serve as a stimulus to make similar movements. An animal thus sensitive does not need to wait until he receives clearly and strongly the stimulus suggestive of food or danger, but may do at once what his companions who have received the stimulus are already doing. All the higher animals that live in groups are aided in escaping danger and securing food in this way. Young animals therefore learn to do what they will need to do as adults more readily when surrounded by companions than when alone. Men having the same instincts are strongly affected by the movements and sounds of companions, especially those of emotional expression.

Imitation in man, however, is not confined to emotional reactions and the performance of instinctive acts under the stimulus of their performance by companions, but new movements are also imitated and thus learned. Whether animals thus imitate movements made in their presence is as yet a subject of experiment and debate; but it is perfectly clear that even the highest animals, other than man, do not perceive and imitate to any considerable extent movements other than of the instinctive type. In children, on the other hand, the instinct is so strong as to form a marked feature of their playful activities and to be one of the most important means of learning how to reach desired ends.

Curiosity, the third form of the adaptive instinct, is the result of special sensitiveness to new things, and is shown primarily in a tendency to approach and examine anything new in the environment. It is social only in that it is often concerned with what companions are doing as well as with changes in the material environment.

In origin it is probably most closely associated with the individualistic instinct of fear, since fear reactions are most frequently called forth by what is strange and unfamiliar. An animal governed wholly by the fear impulse would avoid all new things and could not become adapted to new conditions. Curiosity, like an antagonistic

muscle, impels the animal to examine the new thing that fear prompts him to run away from. The two tendencies are clearly shown in the behavior of a young puppy who alternately jumps at and runs away from a new object. An animal with curiosity soon learns not to run away from harmless things and often finds ways of utilizing them. Even as low an animal as the starfish explores new surroundings in a way suggestive of the curious survey of new surroundings by man. Clearly, the curiosity is of great advantage in adapting an animal to changes in environment. In man this instinct has similar and more extensive uses, and it also develops in a marked degree in playful forms that are of great significance to his mental life.

The conclusions to be drawn from the notes in the present article are first, that it is absolutely essential that every kindergarten teacher be thoroughly conversant with the psychology of instinct, the kinds of instinct from the Genetic standpoint, and the relation of each of these instincts to the evolution of the higher educational processes. Education then will be an organic growth, if built upon the native cellular ability of the child, each subsequent stage being built upon the preceding apperceptive mass.

Next month we shall take up the manifestation of these specific instincts in free play, and discuss its place in Kindergarten Theory and Practice. We shall then pass on to consider the physical conditions of the child and room, best suited to cause these native instincts to function through play into educational processes. After that we will take the material suited for this process, and end with the method and program arrangement for a year's work in the kindergarten.

THE MARCH

AUGUSTE S. EARLE



IN taking up the "March" three aspects suggest themselves. I. If we are to introduce it into kindergarten, playgrounds and primary departments—must we not clearly define it as a "type"—determine its place, and if so, are we applying it carefully?

II. Instrumentally—what are we doing with it—if worth introducing to the chil-

dren—is it our duty to present it as an exercise in control only or as a real psychological experience?

III. What of its ethical value?

Perhaps it is a little difficult for us to know just how we march, as even biologists have not determined its exact evolution. It seems to be one of the things that just come instinctively.

Of the different types or kinds of marching—the most familiar is, of course, the military march and naturally so. Even in antiquity, soldiers went to and from battle to its swinging rhythms and such a hold did it take that eventually ordinary songs and melodies were attuned to its beat and before long we had the "March Songs." This is its first stage of development—the simple melodious accompaniment to and from battle. Tales are told that generals welcomed singing soldiers feeling their enthusiasm would reach out to fellow soldiers and many victories were attributed to the superiority of the army holding better so called musicians. I think we all grant that "Dixie" and "Yankee Doodle" inspire us the more when strengthened by voice and instrument. Later—the singing soldier was supported by instruments, which today are our flute, fife and drum. Still all this was very primitive. It served as a means of discipline and exercise. Not until the 17th century did the March assume an art expression. Richelieu, with all his taste for pompousness, and Louis XIV, with his love for personal glorification, neither saw its possibilities, but Cardinal Mazarin—always a devotee of music and art, encouraged Lully, the Italian composer, to elaborate some ideas he had. War and religion were the only forms of art expression—all music had for illustration, religious motives with battles portrayed in most lugubrious tones. Lully affected a change, however—a change which gave to us the ever beautiful "Ballet and lighter March. Naturally these new steps must have proper musical accompaniment and soon we had instead of the firm heavy march, airy staccato melodies fitting in so well with frolicsome French life. But has time confined us to these two types only? Let us rehearse our own experience in city and town. Perhaps one of the earliest recollections of village and town child is the happily remembered "Circus Parade." Who does not recall the joy the primitive arrangement afforded from bab-

grand parent? First the band perched on a glaringly red circus wagon, playing, but what was it playing—who remembers—other than that the trombonist was the big musician with the drum a necessary accompaniment—the “Wild animals,” following in rhythm all their own and so on with the absolutely essential “Steam Piano” bringing up a finale rich in parade dignity if impossible in harmony. People’s instinctive accompaniment was of course noticeable. What on the other hand of the city’s Patrick’s Day March—when even New York’s multi-millionaires delight in allowing their butlers and maids appropriating the mansions unto themselves as a reviewing stand for Erin’s proud sons as they walk by?

What of a nation’s welcome to a hero victoriously returned from a great battle? And not least—what place has the beautiful Fairy Land and its lovely queen and Baby Parade?

Looking over these different types of marches (and there are many more) we must come to a very important conclusion, the march is more than a calisthenic exercise—it is one of the high social factors in life. This will be so forcibly exemplified in the coming Hudson-Fulton celebration when Dutch, Irish, German, Italian, Russian and Swede will all join voices, hands, hearts and steps in homage to a historical achievement full of remembered battle, just in a kind Father and rich in unified harmony.

Is the so-called March usually considered a real part of a program or is it used simply as a calisthenic exercise? Where so many adaptations are applied—may not the same be done with the March?

What more charming application of the ghengrin wedding music than to the flower wreath? What of the Aida March dramatized with “pretend” trumpets, heralding the new season—would the second movement of the Chopin funeral march gently lull the flowers to their early sleep?

Will we not occasionally dramatize the children’s processions into a popular movement at present holding the attention of church, state and finance—the ever beautiful “Baby Parade” with its charming Fairy Land setting? Arthur Pryor has written a most fitting march—simple and adaptable, called the “Baby Parade.” Our own

“March King,” John Philip Sousa, has given us “Stars and Stripes,” most alluring for military expression.

The list could be extended amazingly if we but studied our music more.

If the March is an essential factor in the school—is it not our duty to study its history—its many aspects and applications and not dismiss or accept it simply as a March. To an epicure the announcement of **Dinner** would mean but little, perhaps, but a well planned, detailed menu would soon awaken his interest. But just as there is a variety of menus possible—so are there varieties of marches—so that a careful selective process must be exercised. If our decorations are to be chosen with studied care, if our personalities must be clothed in the clean and wholesome, and if our methods are to be the best—is it not obligatory that the choice of marches also follow a standard which will not suffer by comparison.

When we come to the second point—the actual playing of these marches—there is a large subject at issue. To one trained as a musician—either in America or abroad, it is pathetic to listen to the **music** that is offered in most of our schools.

Naturally the first point is the position of the **pianiste**. Our social ease is readily judged when entering a drawing room, but just so is the poise at a piano or for that matter any musical instrument determined by “one who knows,” and a musician faces as many musical “I seen it” and “I done it,” visiting kindergartens as the English teacher meets in her class room.

Perhaps the next stumbling block is the unintelligible and incessant use of the pedal; if you try to hear a person speak amid a constant undertone of his neighbor—it is no more taxing than the strain of listening for a melody drowned in the “loud pedal.”

As to the actual playing—perhaps the greatest fault is to be laid at the feet of the Curriculum.

To master a repertoire of over one hundred melodies including songs, games, and etc.,—unless the kindergartner, playground worker or primary teacher has had a fairly thorough musical training—a most doubtful musical result must ensue. One class which I taught was composed entirely of young ladies preparing their so-called kindergarten repertoire for a coming kindergarten examination—one student who had ex-

cellent credentials, was a superior young woman—faced the fact of her early lack of training being suddenly exposed now by the statement "Oh well, if I can only play the 'right hand I can make up a base'"—and from subsequent observation, I have found this method is quite generally used. One's imagination does not need much prodding to see and hear a result harrowing and enervating. Perhaps just as tastes must sometimes be created it would be wise for an untrained pianiste to work on the left hand alone, at least first.

The desire for result is strong in us all, I grant, but unfortunately the piano cannot be mastered over night. Instead of condemning the popular "Two step" which is so generally used for "Marching" we may even be grateful for its popularity—for its primitive lilt—its simple melody and the possibility of being within the limits of almost beginners, has, I think, been the medium for more piano study than would otherwise have shown. Musicians raise the objection, "But it spoils the taste for the better music"—is this true or is, rather the situation that those who limit themselves to that style of music could never aspire to the real masters—and still their very ability to play the modern "Two step" has elevated them one rung and perhaps even quickened at least the **appreciation** for the higher. Therefore it hardly seems wise to insist on its elimination, but as it serves but one need—is it prudent to have it answer in the musical repertoire for the march? This would also solve another often met difficulty. "But the children can't march well to that"—is often heard when a standard march is sometimes offered in place of the simple "Two step"—true, but has the teacher introduced it at the proper time—has it a place at the moment—and if so—is the pianiste not called upon to put her individuality into its interpretation just as she is expected to do with her other materials? Perhaps then if we will allow the march a place in the kindergarten and grades—not as a calisthenic exercise or medium for control simply—but grant it its full function, that of social contribution in the dramatization of patriotic, play, child life and these interpretations to be pulsated by a teacher who is equipped to dignify a "piano stool"—we must surely acknowledge the uplift this will result in—and perhaps the hope of that venerable educator,

Mr. Schaefer, ex-president of the N. E. A. to have histories and geographies not full of heroes and localities noted for warriors and bloodshed, but rich in memories of philanthropists and peace will be more than a dream.

An instance of this is most happily illustrated in Public School 165, New York City, where the principal, Dr. Gaddis grown white in service, has done more for implanting neatness in his "boys" than has been the reward of few. Mondays, Wednesdays and Fridays are "Assembly Days" and early in the year his morning talks are on these essentials to successful life, and almost hopeless boys after four weeks at his school have felt the joy and responsibility of appearing on assembly days at least with clean collar, presentable nail and polished shoe, and approached with his fellow students with respect and honor the flag—for to quote the trainer of fine men—"It is my ambition to have my boys march three times a week to the beat of fife and drum, to salute their flag—each on shoulders straight, eye honest and body clean; each recognizing his fellow students place as well as his own." Therefore if the march in its many phases is a psychological experience in the life of all humanity—let us not rob it of its dignified place in the school and home—let us not cheapen it by permitting "anv old tune" to sing it on its way and let us exert every effort to entrust it to piano instructor who does not need to resort to "bluff" in its accompaniment.

As space is limited I will not give a list of marches here but will gladly mail such a list to anyone desiring it.

THE MATERIALS OF THE KINDERGARTEN

NOTE—This series of articles began in the June number and is concluded in this number.

I. The Three Factors in Kindergarten Education are (a) the spiritual culture of the race embodied in civilization, (b) the little children, (c) the teacher. In the largest and truest sense these three constitute the materials of the kindergarten. Through their interaction the teacher organizing and mediating the achieved fund of spiritual values and methods which constitute civilization) the kindergarten plays its part in the educational process, now regarded as a fundamental movement in the evolution of

the life of man. Just as the problem of philosophy is concerned with the continuity of the process of intelligence in relation to the special and individual forms of experience, so the problem of education is concerned with the continuity of the educational "principle" in relation to each and all of its special and individual factors. To understand the three factors of kindergarten education means ultimately to deduce them from one central, necessary principle. The necessity of pre-supposing such a principle lies in "the existence of facts inexplicable without it." The usual method of interpreting the materials of the kindergarten is perhaps that of abstracting them from the system of thought of which they form a part, and from the common principle immanent in the system, through which alone they receive their significance and validity. The materials of the kindergarten are not so many objective entities. There is a positive danger lest they should be regarded as things-in-themselves.

There is a very obvious difference between a classification and an organization of materials. No mere cataloguing of these generally accepted, but the deduction of them from dominating and vital principles is greatly to be desired, and the notes here offered are put forward as suggestions merely. Are the materials organically related through community of origin, and consequent fundamental identity of nature? Is there among them an essential or organic unity, and therein functional inter-relation and interdependence? Can the organic conception be applied to the materials, and may they be conceived as functions whose nature is determined by their significance in the realization of the purpose of the kindergarten? Understanding the kindergarten as a medium for the organization and development of the experience of its members in what sense are we to recognize in the various materials the necessary factors in this process of development of the child?

This perhaps affords a place for the statement of certain facts which have to be unconsciously or consciously borne in mind in the consideration of materials. The statement involves certain repetitions, but these are for the present inevitable. (1) A study of the kindergarten involves philosophical, psychological and ethical considerations. The aim of the philosophy of any subject is first of all to indicate the relation of the

subject to some larger whole, to throw light on its problem, and to state certain inevitable conditions for its solution. The organization of kindergarten principles constitutes a part of the wider process of organization of the principles of education. Educational principles constitute an organism of which kindergarten, elementary, secondary, college and university principles are the organs. The kindergarten in theory or practice cannot with security remain a thing apart. It was maintained above that from the standpoint of evolutionary idealism as a philosophy of experience there emerge three basal principles of education: (a) organic unity of aim, materials, method; (b) interaction; (c) development. To bring these to consciousness, and to make them the dominating and fructifying ideas in the theory and practice of kindergarten education is the aim of kindergarten training as a part of educational endeavor. (2) Nature and human life are not disparate elements, but phases of the manifestation of one unitary process or life. Man apart from nature is an unreal abstraction. The world without and the world within are not two separated worlds, but are necessary counterparts of each other. Nature is plastic to mind. It is the **matter** of which mind is the **form**. It has ministered to man as a means of expression. Civilization, as was noted above, is the witness to the correspondence between the course of nature and the mind of man; a witness also to the adaptation of nature to the education of human intelligence. The definite acceptance of this unity of process would seem to free us from the dualism (following in the wake of Cartesianism) between (a) individual and environment, (b) child and curriculum, (c) method and materials. (3) Life is important, earnest, and within the whole of life there are varying degrees of importance, necessity and freedom. (4) The central feature of life is activity—a doing of something, and there is no human end which in principle excludes play, art, work—for play, art, work, are all within life; moreover, in life there are no floating ideas, and no activities at large. (5) In the normal, or harmonious life, play, art, work are matters of attitude immanent in activities: not things forced, or superimposed from without.

The significance of these notes will be in part indicated in subsequent sections. A

fuller elaboration would be quite beyond the limits of the outline.

2. **The Materials of the Kindergarten Programs** must come to the children from the teacher. The teacher thus becomes the mediator of the spiritual culture of the race as embodied in civilization. Herein lies the **Sociological or Social aspect** of the educational process. A brief analysis of the concept of civilization is fundamental to a statement of education, and accordingly of kindergarten materials. In viewing civilization as the progressive articulation and realization of human nature which still persists in the spiritual experience, the intellectual interests, the habits of conduct of the present, it is assumed that (1) **the most satisfactory psychology of race-development is a psychology of action**: (see section following): man's ever-increasing wants rising into desires and his perpetual efforts to satisfy those wants. The history of man, then, the history of civilization is the history of human achievement. (2) **The conditions or materials or activity are nature**. Civilization is ultimately possible because man and nature, activity and material are not isolated entities but rather phases of one spiritual movement or process. From the beginning man has been in some kind of functional relation to his environment. His life has presented itself to him as a series of problems to be solved. (3) **Man's achievements in civilization are social achievements and have therefore been brought about by some form of social action and co-operation**. The ultimate social fact, the second factor in civilization, is that of **men acting together for the sake of interrelated ends**. (4) **Civilization in the largest sense represents the methods of the life process, the tools of the mind invented by man in the course of his experience for the registration, organization, control and perpetuation of his experience**. It has thus a retrospective as well as a prospective aspect. In civilization, therefore, as the organization of human life thus far attained, there are certain fundamental "methods" or norms which are inherent in its natural constitution and which reproduce themselves in all its manifold forms. (5) **In the analysis of these normative elements, Science, Language, Art and Literature, Institutions, and Religion, these must be continually viewed as interrelated aspects of a common social experience or**

activity: they are the general elements of civilization, the **type forms of human activity and of spiritual culture**—elements which constitute the real existence of the concrete and organic unity of society. Each of these elements has its retrospective and prospective reference: each represents a fundamental habit and accommodation in the life of the race. All together they are functional elements within the social process, mediating agencies in the communication or transmission of experience, instrumental to the spiritual life of man. (6) **The evolution in nature and in civilization has its goal in the elevation and expansion of the personal life**.

It will thus be recognized how necessary to any adequate statement of the kindergarten program or course of study is a chart of civilization—a morphological or psychological (in its wider sense) presentation of the great methods or norms according to which human experience has been organized, elevated and expanded. Adequately to state what science, language, literature and art, institutions and religion mean in the movement of the individual's experience, it is ultimately necessary to trace their significance or value in the movement of the spiritual experience of the race. The conception of education as the communication or transmission of man's spiritual experience appears as its fundamental form as a human institution through all its stages and through all its changes.

3. **Concerning the Psychological Phase (the Individual Side) of the Matter certain Remarks may be made:**

(1) In any analysis of the concept of evolution, it is maintained that in every process of development there are present the two interrelated and co-operating factors: (a) **the individual existence in which the development occurs**, and (b) **the situation or environment which affords the stimuli or the conditions through which the development takes place**. In other words, there are present the agent and the situation. **For an interpretation of individual, social or race activities such as will be of most value in educational theory, recourse must be had to a functional or evolutionary psychology**, according to which the psychical life, (whether in the individual, society or the race) is to be interpreted as a function of the wider life process. On the basis of a functional psychology it is possible to

show to what extent the principles of social evolution are also the principles of individual development; to what extent, in other words, the same psychological principles, or categories, obtain in the organization of the knowledge, the conducts and deals of the individual as in the organization and evolution of human society. If such an interpretation of the two processes were possible it would make very considerably for a unitary conception of their organic connection.

(2) The general position of a functional psychology is that in determining what consciousness is recourse must be had to an examination of what consciousness does. It attempts to escape the extreme positions of both (a) **Empiricism**, according to which the mind is conceived as a product rather than a principle, and of (b) **Rationalism**, which in one form or another conceives of the soul as a pre-existing spiritual entity, endowed with capacities or faculties or capacities, existing behind these as a kind of (transcendental) substance or substratum, and before the objective world has as yet disturbed the pure unity of its essence. The view of evolutionary idealism is not that the mind is mere product or epiphenomenon, nor a mere transcendental spiritual substance which (so far as actual experience is concerned) is a pure abstraction but that it is a concrete specific activity constantly directed to the accomplishment of something, and not only the bearer of the experience process, but an efficient agent in its furtherance. From this general conception it follows:

(a) That in the mental life, as an organic unity, consciousness cannot (without a complete departure from reality) be abstracted from its relations. Prior to and apart from the objective experience consciousness is an illusion. It will thus be apparent how necessary it is in the analysis of experience to keep in mind its organic unity: in other words, the organic relation between consciousness and its object, the agent and the situation or conditions in which the activity proceeds.

(b) For a functional psychology the fundamental and central element of the psychical life is not sensation or idea, but an activity. Back of this unit of psychical activity, namely, in the psycho-physical organism of the individual, of society, or of the race, we cannot go. In each of these,

in the individual, in society, in the race, the one universal activity is that of living, or the life-activity. As a concrete reality, then, the individual, the social, or the race life, is revealed to us as a teleological process, a system of means and ends, **the unity of which is found in the general end of control over the conditions of life.** All minor activities within experience are to be interpreted as partially or completely unified or harmonized activities within the larger process of life-activity or realization.

(c) That just as the life-process is a continuous co-ordination or functioning of the two elements, organism and environment, so the mental life is a continuous co-ordination or functioning of two elements, self and environment. Herein we see the difficulty in the Empirical and Rationalistic positions. Just as some biologists would identify function with organ alone, making environment purely external, or with environment alone, making the organ simply a product, so the Empiricist would make the self a product and not a principle, while the Rationalist would make the soul a principle existing prior to its contact with the objective world, and, at most, maintaining only incidental relations with the latter. On the other hand, the evolutionary view of mind maintains that the relation of consciousness or self to objective experience or environment is absolute and intrinsic. An isolated consciousness is no consciousness at all: it is a self-contradiction. If the general position outlined above be accepted as a working hypothesis, we are enabled to see how the actual processes of various psychical realities, individual, social, racial, may all be given a functional interpretation. Thus some progress may be made in the employment of the same categories of interpretation in individual, social and race psychology. In such an interpretation the individual experience-process is no isolated process but has its reality in the larger process of social experience, or experiencing, and this in turn in the larger process of race life, and thus ultimately within the universal or cosmic order.

(d) From the point of view of a functional psychology applied to the experience-process of the individual all phases of psychical activity may be grouped about two fundamental types—Habits and Accommodations. Activities once successfully performed tend to be selected, to persist, to

become habits. Just as soon as experience becomes problematic, however, i. e., as soon as some break occurs in the adjustment process (consequent upon the failure of some habit in the individual, or of a custom or institution in social experience) **thought, in the form of discrimination, attention and association**, emerges to secure a new accommodation and thus repair the break in experience through the establishment of a new habit. So long as habit (individual, social, racial) suffices, in other words, so long as experience flows smoothly, there is no occasion for the exercise of thought, since there is no problem to solve, no sense of failure, and consequently no search for a **better method, i. e., a better accommodation or adjustment**. From this point of view the function of thought is mediatory between some habit (experience, activity) which has failed to satisfy, and some new accommodation (which, if successful, will be selected and become habit) which will restore harmony to experience once more. Thought, then, as mediatory has a two-fold aspect: (a) retrospective, i. e., interrogating our present habits, or modes of experience, leading to a consciousness of failure; (b) prospective, through consciousness of break in experience, searching for the new accommodations and the more harmonious and satisfying experience.

Thought, then, arises within the experience process (whether in the individual or the race) out of activity and is ultimately for the sake of activity. If experience or life were uniform, feeling and instinct would suffice for its continuance. If, however, there is to be progress within experience thought must emerge as doubt and enquiry. It must bring order and control into experience; it must expedite the experience process and eliminate the waste entailed in mere instinct and feeling. Since the mental life is not an outcome of a predetermined self upon an external environment, or of the adjustment of the self to a predetermined environment, neither the self nor the environment are eternally fixed in themselves, but both change in the movement of the life-process. In the functional movement of the mental life both the self and the environment are modified and determined. Both are essentially transitional, in a continual process of becoming. The self is real only in so far as it continues to act, to become, to progress. Self-conscious-

ness is not a subsequent or higher growth of consciousness, but in rudimentary form at least is a quality of all consciousness. It is consciousness with the emphasis on the subject rather than the object, the agent rather than the situation.

(c) Turning briefly to the societary process, the question is at once presented: Are there psychical categories within this process which correspond to those noted above (e. g., sensation, habit, discrimination, adjustment, adaptation, accommodation, etc.)? In the **societary process** (the outcome of no mere aggregate but of some kind of social unity, dependent upon common aims, purposes, interests, etc.,) according to the evolution-concept, the elementary social fact is **the group as a functional, unity-doing something**; this social co-ordination is the fundamental social fact, just as the individual action, or co-ordination, is the fundamental element within the individual experience-process. As within the individual life, the adjustment or co-ordination once successfully performed tends to become habitual, so social co-ordination or accommodations once successfully made tend to persist as social habits. These in turn form the basis of new habits. Habits persisted in become customs, manners, institutions. In time such usages, institutions, customs, come to be strengthened or rendered stable by particular sanctions. Habits are broken in upon by new environmental condition, new ideas, by discussion, by the force of personal initiative. In social and race psychology may be noted the same difficulties in the transition from one habit to another as in the individual, only the conflict is more extensive and apt to be more intensive.

4. **The Conception of Organic Unity** so frequently used in these outlines to describe experience and such kindred topics as the relation of body and mind, subject and object, method and material, agent and situation, may be more definitely analyzed. First of all, however, an illustration may be given of the way in which the doctrine may be held in theory, while in practice it is not strictly adhered to. A persistent conception of **the relation of materials to method may be stated thus**. On the one hand, the materials are arranged as preexisting objective entities, ready to be imported into the mind. Method, on the other hand, is regarded as a purely formal affair, an alto-

ether psychological matter, as though the mind were self-subsisting apart from its relations (or its environment), and had certain powers or modes of acting in and for itself. Just as for philosophical dualism there was an intrinsic separation between mind and matter, so in much of the modern discussion of the programme there is implied an intrinsic separation between mind and educative material. The relations of materials and method thus becomes as difficult of comprehension as the Cartesian dualism of matter and mind. If against the Cartesian view of mind it be maintained that the so-called subject (mind) and the so-called object (the world) are equally differentiated aspects or results of a unitary process, we are inevitably forced to the conclusion that materials and method are not completely isolable entities, but are fundamentally the terminal or differentiated aspects of the process of development of a unitary experience. (Similar dualisms are set up between mind and matter, soul and body, activity and environment, response and stimulus, idealism and realism, rationalism and empiricism. If we are to retain the conceptions of organic unity and development, we must believe that no distinction of thought whatever is absolute, but arises through variation of attitude and operation.)

By an organic unity as used in this paper is to be understood a unity in which (a) each aspect embodies in a specific way the spiritual principle immanent in the unity as a whole; (b) each aspect is distinct from the others simply by the way in which it embodies this principle; (c) each aspect is connected with the others and so with the whole in virtue of its realizing this principle with a certain degree of completeness; (d) the complete unity is a necessary evolution of the one spiritual principle through various forms psychologically considered as manifesting a single principle from the beginning to the end. This analysis of an organic unity holds good of the concepts used in this paper—civilization, experience, materials, method, programme.

It follows, therefore, that (1) it is no longer possible to except the study of kindergarten theory and practice from that method of enquiry which inevitably over-takes every form of experience into which the conception of evolution enters. We cannot hope to understand living things except

through a study of their growth and development. The materials of the kindergarten, as the ideas of the mind, are in no wise an exception to the law of growth and change. (2) On the other hand, while there must be this recognition of the law of growth and change in the treatment of the theory of the materials, yet idealism's claim is just, namely, there must be interpretation and reorganization of the facts brought to light in the use of the genetic method. Philosophy and psychology are coming to recognize more and more fully that Rationalism and Empiricism, Idealism and Realism instead of forming self-complete systems, are limiting, but mutually co-operative. Fundamentally they are not absolute, but only relative opposites. (3) The philosophical and psychological methods of studying the materials of the kindergarten are: (a) complementary phases of a single method of study—phases for purposes of examination, for emphasis, mode of operation, special attitude or interest, separable: in reality inseparable. Neither can furnish a complete characterization of the materials in their reality; (b) agree that the meaning and significance of the materials is relative to those levels of experience on which they exist, and in which they do their work. Yet within the experience process there is everywhere the actual and the possible; (c) in favor, not of that type of criticism which aims merely to destroy, but which, through discovering the spiritual continuity of the principle inherent in the manifold forms of material, aims to preserve it.

5. In what preceded attention has been directed towards four points which appear to be of vital importance in a fundamental understanding of the kindergarten materials: (a) the significance of an organization of materials as against a mere classification, (b) a knowledge of the typical human activities, conceived as a system of values and methods (civilization), (c) the important psychological considerations to be borne in mind in the interpretation of materials, (d) the nature of organic unity. The programme of the kindergarten is the organism of which the materials, as interpreted in what precedes, are the organs. It is the co-ordination of all the elements of the kindergarten activity in their organic wholeness. Or to state it in somewhat more formal fashion, a programme may be

said to be such an interpretation and organization of kindergarten materials, based upon the knowledge of a standard which is found in the true needs of the child and the nature of the educational process as a whole, that the materials may be recognized as capable of co-operative and complementary service. Here may, therefore, be the place to turn from the retrospective (genetic origin) aspect of the materials to make certain notes concerning prospective (functional, validity) aspect as factors in the programme. (1) The problem of the kindergarten programme is fundamentally the problem of securing the mental development of the child through supplying such materials as stimulate impulses which are in line with right habits and ideals. This mental development implies (a) a movement of the experience, through the self-active principle inherent in it, of the child (as one element in the interaction-process) from one level of experience to another, (b) an increasing control of experience, (c) an increasing realization of its meaning and significance. (2) This movement of experience is a process at once of differentiation and integration or organization—from unity through difference and opposition to unity. In the kindergarten the process of social interaction in which education consists is given form and direction by means of the so-called "materials" of the kindergarten which serve as stimuli. Materials are thus mediating agencies from one level of experience to another. They represent values, and methods as well as the unity of social experience. In the process of interaction may be noted two phases, (a) of presentation of materials by the teacher, (b) of realization of the materials in experience by the pupil. (3) The programme (representing social life), or the medium through which the methods and values inherent in social experience are communicated to the child, is a unity. The programme of the kindergarten, represents the corporate or interrelated aspect of the spiritual organism of social experience or activity. Method is the form of personal realization and penetration of the intellectual and moral order of the kindergarten. The programme involves, therefore, (a) instincts, interests, activities, pointing to social life, (b) norms, values, interpretations, conferred by society upon the individual. (4) The unity of the kindergarten programme is ultimately

found in the unity of the social life—human life—whose various phases the kindergarten materials represent. The various parts of the programme represent differentiated aspects of the organic unity of the social life which the child is to come gradually to understand and appreciate. Herein is found the unity of the programme from the objective point of view. On the other hand, the subjective principle of unity is afforded by the various interests and activities (instinctive, impulsive, habitual, or ideational) which emerge in the movement of individual experience and which in the process of the kindergarten activity should be organically united.

(5) From what precedes it would seem to follow that the discussion of the programme of the kindergarten centers about two questions: (a) selection of the material of the programme—the question of differentiation; (b) arrangement of the material of the programme—the question of integration or organization.

It is not to be forgotten, of course, that these are rather phases, or terminal aspects of one organic activity, rather than separate or disparate processes. For example, it would be meaningless to select such and such a form of activity or interest for reproduction by the child, were there no experience in some wise analogous to or the counterpart of this activity or interest within the experience of the child. In order to be educative, interests, values, ideals, forms of activity, must not only be appropriated, but transformed into the interests, attitudes, activities of the child. This, of course, does not mean that education is the product of the individual alone. For the materials and suggestions of the programme control the response of the child, and thus the direction of the movement of individual experience. In other words, as has been indicated above, in the determination of the programme of the kindergarten not the interests, attitudes, and activities of the individual, but the ideals, the values, the requirements, the activities of social life as was indicated above, constitute the final standard.

(6) In solving the problem of the selection and arrangement, then, there should be kept in mind at least the following factors.

(a) The problem of selection is not absolutely isolable from the problem of arrangement—they are phases (terminal

spects, points of emphasis) of a unitary activity on the part of the teacher.

(b) The selection of material in the kindergarten must be in harmony with the two principles: (1) Philosophical or sociological: aim of kindergarten education—membership in a social whole: the source of materials lies in the objective unity of the social whole, in society (civilization). (2) Psychological: while materials selected (experiences, activities, interests, etc.) must be typical, as valuable and as universal as possible, nevertheless, as noted in a preceding section, such material cannot be so remote as to make it impossible of apprehension and appreciation to some degree by means of analogous experiences in the life of the child.

(c) The fundamental principle of the selection of educative materials in the kindergarten will, therefore, be from (1) the objective point of view, social or institutional life, and from (2) the subjective point of view, the child with his various interests, attitudes, and activities conceived of as a member of the home, which is in turn in the process of increasing interaction with the other forms of institutional life, which constitute society—the school vocations, the state, the church. It will thus be recognized that by bringing together the child with his experiences, and society with its methods and values, its typical and universal activities, and the ideals towards which it is struggling, opportunity is provided for a true form of social interaction in which the educational process consists.

(7) It will be found moreover, that this principle provides for such **regulative ideas** as those of the seasons, festivals, changing occupations, the possible contacts with nature, etc., for the reason that these factors have their place and influence within the dynamic, ever-changing process of experiencing in which the child participates, and the more typical, universal, and ideal phases of which he is to reproduce and interpret.

(d) The arrangement of material should be controlled in accordance with the following principles:

(1) **Unity**—The typical and universal activities or relationship of social life in a process of organization. (2) **Continuity**—The preservation of the continuity (through differentiation and integration) of experience. (3) **Adaptation**—The adjustment of

the materials to the capacities of the children—of stimulus to response. (4) **Reinforcement**—The attempt to have the various activities function together in the production of a unitary effect.

(8) Fundamentally, then, the kindergarten programme affords (a) a method of organization of the materials, an organism of stimuli, and (b) an interpretation of value, by which the individual learns something of the meaning of his activities and interests in their functional relation to social life. The various materials are so many plans of action by means of which the child gains control over, and help in the interpretation of his experience. Through the medium of materials the teacher aims to (a) interpret (b) organize and (c) amplify the experience of the children. It is an interaction between the children, the materials (gifts, occupations, plays, games, songs, stories, conversation, etc.—which represent in simple form the culture of the race), and the teacher. Method, accordingly, is ultimately the mode of the mind's activity in the realization and appropriation of the methods and values inherent in it.

(9) Method as the realization of experience involves: (a) Activity, in the sense of experimentation; (b) Selection among and emphasis of such variations as approximate to or manifest a general principle or standard; (c) Organization through emphasis, selection, imitation, suggestion, and the influence of vital personality. The movement is through activity (experiencing), to selection, to higher activity through a ceaseless process of organizing and reshaping experience. (See concluding part of section II).

In what precedes many things have been taken for granted, many things omitted, and perhaps arbitrarily. The kindergarten as organized by Froebel was a unique and unparalleled construction in point of spiritual quality for the furtherance of the educational process. The kindergarten now calls for unique and unparalleled interest in its study, for openness to the light and fidelity to the truth, for a continual renewal of the spiritual quality in life, and the spiritual is always the more, never the less. It calls, now as never before, for a wider and finer scholarship concerning the materials of the kindergarten as they are seen and known in the great type forms of spiritual culture; a fuller recognition of the

method by which one experience moves upward to another level: the power of idealization and thereby of true realization: the vision of the spiritual possibilities, the latent wealth, of the common things of our common life.

A VIEW OF SICILY THROUGH THE MEDIUM OF A PRESEPIO

From Chicago comes to us a little paper published by the Frances E. Clark Settlement which contains an article bearing indirectly upon the immigration question which is of interest to all teachers and educators. It is called a "View of Sicily, the Presepio of Signor Antonino Indovino," and is written by Evelyn Boylan Espey, one of the residents. Signor Indovino came to America one August, it seems, from the town of Termini, Sicily. As a child he made small clay images. As a young man he studied architecture and holds a Bourbon degree (one conferred by the Bourbon dynasty). He became an enthusiastic follower of Garibaldi and "later settled down to his life-work, contracted for and built works, roads, bridges, houses, palaces, all over Sicily. He became known for his interest in art and archaeology and was appointed a member of the art commission. He began to work out his own ideas of representing the traditional customs of his people until it has reached its present elaborate form in the presepio." "This presepio is the Christmas manger but in this one of Signor Indovino's he shows not only the stable, the Infant Christ and Bethlehem as is customary with Continental countries, but he represents the country people as well at their usual occupations, embodying the traditional peasant life of Sicily." For the last fourteen years, we are told, "he has worked and studied on this particular presepio. There are about 300 groups in it composed of about 1,000 separate figures made of papier mache and plaster-of-Paris. The life-like pose of each one, the expression of the face, the small matters of dress and appurtenance, have been worked out with the utmost patience. Here is a woman washing at a home-made tub, into which a man is pouring water from an earthen jar, joking her meanwhile. One can almost hear the work-a-day talk passing between them. Nearby, a young girl is milking a goat, and women are carrying loads of fruit and

vegetables on their heads. A farmer is plowing with oxen and an ancient wooden plow which is little more than a pointed stick. Shepherds in sheepskin coats and leggings are drinking from a roadside fountain, their antique water-bottles slung at their sides. From the same fountain, a man is filling earthen jars with handles which have not changed their graceful shape since Sicily belonged to the Greeks in the day of Salamis.

"At the left of the foreground is the grotto of the Nativity—Joseph and Mary and the Child only are in Jewish costume—all the rest are in Sicilian. Far back stretches the Sicilian landscape, river and valley and ruin-crowned height."

We learn that the entire representation covers a space nearly 400 square feet. Wagon loads of lumber, clay and rough cork have been used in building up the landscape. The work has been done with no thought of financial return, but in the spirit of the true artist who works for love of the work and of the patriot who works for love of the centuries-old people of whose life and traditions he wishes to convey some inkling to others.

This unique work of art should be given a permanent place in some Museum where it may be seen by innumerable citizens to make them better acquainted with the life of a people remote in space, but who are coming to us daily in numbers and who have much to give us from their rich inheritance of the past. We need to learn, perhaps, that the Black Hand contingent represents but a small proportion of our Italian immigrants—that art and culture and enthusiasm for the good, the true, and the beautiful are a part of the inheritance of this people, and are ours to draw upon when we once learn the way.

Teachers should be interested in showing their children through such an interesting object lesson something of the daily life of a foreign race whose past history is a part of the history of civilization. Art teachers will be able to show the children the artistic uses to which cork and plaster-of-paris may be put.

At Christmas time the presepio was exhibited in the Settlement under the personal direction of the artist. It is to be hoped that other opportunities will be given for further exhibits.

NOTES

Mr. Ralph L. Johnson, in the current number of *The Psychological Clinic* shows that one cause of the backwardness of public school children is poor attendance, especially in the lower grades. He examines the attendance records of the township school system of Upper Darby, Pa., of which he is supervisor, and finds that in the intermediate grades only 51 per cent of the pupils attended more than three-fourths of the term and in the primary grades only 42.5 per cent. About one-quarter of the primary pupils missed three-fourths of the year. Mr. Johnson believes that promotion requires attendance for at least approximately three-fourths of the time. His conclusion is that if we would cure retardation, we should look to our beginners, and see that children are not only on the enrollment record, but attend regularly.

Supt. William E. Chancellor of South Norwalk, Conn., is able to contribute a forceful criticism of the school houses of the United States. The criticism is especially helpful, because it is in such large measure constructive. Supt. Chancellor is well fitted to discuss this question, as he was a member of a congressional commission to adopt a plan of a better type of school house for the District of Columbia. He has visited school houses in many cities of this country. Some of the conditions he thinks are indescribably bad, but there are four cities whose school houses are admirable, and will well repay careful examination and study. These cities are Chicago, St. Louis, New York, and Boston. Supt. Chancellor outlines what are the essential requisites for safe and hygienic school house construction. He believes that superintendents and principals, by insisting upon high standards, can do very much to educate their communities and boards to a realization of architectural requirements.

An article on "The Effect of School Room Temperature on the Work of Pupils," by Mr. Linnaeus N. Hines, Supt. of Schools, Crawfordsville, Ind., illustrates the kind of work which is being done by school superintendents who are going more in detail into the conditions of the school room. The school room temperature should occupy an important place in the attention

of every grade teacher, principal and superintendent. Supt. Hines has done splendid service in showing the way in which very simple experiments may be employed to demonstrate the bad effect of high and low temperatures upon school work. He tested classes for several school buildings at temperatures ranging from 60 to 80 degrees. He finds that the best work is done in a temperature ranging between 65 and 70 degrees. If the temperature of a room rises above 70 degrees, or falls below 65 degrees, poor work will be done. In temperatures of 75 degrees and over, which are often found in our school rooms, the children become restless, dull, and incapable of continued mental work.

The writer visited, late in June, the New York Public School which she attended when eight years old, we will not say how many years ago. She had a pleasant reminiscent talk with teachers who trained her young ideas to shoot in the right direction at that early date and one of the things she noted as she conversed was, that although both of these women have been teaching in the grades for more than thirty years their voices were so sweet and musical that it was a pleasure to listen to them irrespective of what they were saying. Upon inquiry we learned that there has always been a conscious effort also to train the children to use their voices in such wise as to develop a pleasing tone. The aim was to cultivate the middle tone avoiding head tones. The little ones in the primary caught the idea easily, and the use of the chest tones became a habit before they reached the higher grades to which my friends were then teaching. Recitations in the Chapel were a common occurrence and the preparation for these aided to a great extent.

City children, especially those who live in the congested districts, are inclined to use high, sharp, discordant tones thinking to be heard above the street noises; but the results acquired in No. 50, New York, show that sweet, clear tones can be obtained if

Some men move through life as a band of music moves down the street, flinging out pleasure on every side through the air, to every one far and near that can listen.—Henry Ward Beecher.

Department of Practical Helps, Suggestions, Etc., for Kindergarten and Primary Teachers

FALL WALKS

DR. JENNY B. MERRILL, PD. D.



BEING imitative creatures, we all learn from each other. Especially when a hard task is before us, it is valuable to have examples as an inspiration and incentive.

Many young kindergartners hesitate, and even older ones dread to start on a walk or trip with the responsibility of twenty-five or more little children to care for.

In the April number of this Magazine Miss Grace Kibeham outlined the walks which her kindergarten had actually taken and we refer our new readers to that excellent article. Two words were accidentally omitted in the closing paragraph. We ask those who refer to it to add them—"The children reached home tired but happy." Miss Ketcham hopes that this additional word will brighten the prospect for "Fall Walks."

In June a number of the kindergartners sent short reports of walks in the city streets, parks and suburbs. We subjoin several with the hope that they will prove the impetus needed by others. October and early November are fine months for kindergarten walks and excursions.

Give the child an experience, then talk about it. Let him tell of it in drawing, building, in cutting, in modeling, using any means of expressing some phase of the experience.

TOPICS—WALKS—FLOWERS NAMED

1. During the year we have taken a few short walks. The Fourth street (Washington Square) park is a half hour walk so we take that only twice a year. Short walks to see weather vanes, venders, stores, other kindergartens, around the block, and every day now a walk to the back yard where our garden bed is.

Next week we will take our annual trip to Bronx Park for the day. This is always interesting as the suggestion of riding in the subway meets with great appreciation.—Anna C. Lee.

2. We have been out a great deal this year for walks, both to the water and to the

country. When the Stapleton Ferry was started we went down to the dock to see the preparations and the children; saw the "Maurietania" go out. Then we came home and cut and pasted ferry boats with flags flying. We all went over the yacht club house and had a good time there. We had a May pole in school and went for a walk afterwards into the fields overlooking the bay—here we picked daisies and other flowers. Next we had a Beach party which was a great success and since then we have been out several times. Our garden came to grief owing to city improvements. In the early spring we went to look at people's gardens to notice the spring flowers. These we reproduced in color, cutting and pasting.—Mabel H. Crofts.

3. We have had weekly walks around the block and have bought farm products from stands and shops. Inclement weather postponed our trip to the Central Park. There have been almost daily visits to the garden, with spading, raking and hoeing, and planting of flower and vegetable seeds. The interest has been keen in the progress of seeds planted by other classes besides our own. The two young trees in the garden were also great helps in the nature work.—Helice D. McLaughlin.

4. We had several delightful walks to East River Park. Our sand tray farm is flourishing.—Sarah L. Doughty.

5. We have taken walks to the park near by to observe the changes in tree and garden; to see the birds, squirrels, tree pruning, grass cutting and had a whole day's outing in Bronx Park, mothers included, to see the animals and have a picnic.

Flowers named: Dandelion, violet, tulip, pink, rose, lilac, dog wood, daisy, buttercup, geranium, nasturtium.—Daisie G. Benjamin.

6. Took the kindergarten to Central Park to the menagerie—34 children.—Mary F. Schell.

NOTE—How much this simple statement means to those 34 children! The distance traveled was about five miles going and returning.

7. We have taken several walks to Hudson Park and go up on the roof frequently.—S. T. Austin.

8. Once a week the children usually have a walk. Sometimes to St. Mary's Park to look at the trees, the birds, the squirrels, and the foliage. A walk along

the Southern Boulevard, where they can see the sound, and also the railroad.—Edith Gould.

9. Seven silk worms were given to us. One didn't live, but the others have grown beautifully. A teacher brings us mulberry leaves. One has spun its cocoon, the others are to go to live on the mulberry tree. We had our May party this month and went to Midland Beach. It was a beautiful day and everyone seemed to have a very happy time. The children all went in wading and had a ride on the merry-go-round. Three kindergartners from New York were down, too.—L. I. Hulse.

10. We took several interesting walks during the fine weather. While we were talking about the farmer we paid some visits to a neighboring farm; the head farmer showed the children all the animals, and also the farm implements and illustrated the use of each. The following week a circus came to Van Nest so we took the circus animals as our topic for the week. This suggested a walk to the Bronx Zoo.

We also took walks to see the leaf and flower buds, and later to observe the leaves and flowers and to listen to the song birds.—Mary B. Browne.

NOTE—Fall walks will vary from Spring walks but still there will be trees and flowers and birds. Parks and farms in the suburbs are yet full of life and interest to the little ones. Miss Ketcham's suggestion to select a special point for observation on each walk will give zest to the excursion, be it a short or long one.

Do not press the fall leaves gathered on walks but encourage the children to observe and enjoy the curious shapes they take as they dry and curl. Keep a big box in the kindergarten full of autumn leaves and occasionally dump them out all over the floor and have a make-believe leaf or nut party, a few acorns or nuts having been placed under the leaves. This suggestion is, of course, for the city kindergartner who cannot reach parks. The real should come first if possible and then the "make-believe" play will be more fully appreciated.

Don't forget to enjoy the rustle of the dry leaves and use the word rustle and rustling until it becomes part of the child's vocabulary. It is well to train the ear as well as the eye.

DUTCH CHILDREN AT PLAY

BY NANCY HIGGINSON

Oh, such grave little children
There on their hands, and knees,
Launching their make-believe galleons
Forth upon unknown seas!

Sails all set for the islands
Far in the distant blue—
And oh, how their mother will spank them,
For each boat is a wooden shoe!

THE DOH-DOO FAIRIES

NEW MUSIC PLAYS FOR THE KINDERGARTEN

BY J. VAN BROEKHOVEN

Series 1

In conformity with the plans outlined in the June number of the Kindergarten-Primary Magazine, I present in this number the first series of suggestions and exercises for a more practical application of music to kindergarten plays. Their chief object is the educational development of the child through the influence of music; which, as John Harrington Edwards beautifully expresses in "God in Music," "is spiritual in essence and utilizes the senses for the higher education of the soul." But its present application is to be broader and more useful. It confines itself not merely to the spiritual, intellectual and esthetic side of education, but to the practical development of every phase directly connected with the training of the organ of hearing, and the accumulation of ideas obtained through impressions recorded by an acute sense of hearing. The sense of hearing is only second to the sense of sight in the acquisition of ideas, but it does not receive the attention in the early days of childhood—as a medium in the acquisition of ideas—as the eye does. Ear-training as an educational element will, therefore, constitute the object of this series of papers. Owing to limitation of space these suggestions cannot be presented in as full detail as a practical application of the same might require. It must, therefore, be left to the intelligence of the teacher and mother to use them with as good result as their talent for imparting will permit.

The true source of music is its wonderful influence on human beings, as well as animals, is as much a mystery as electricity, or God himself. There exists no better illustration of God's inconceivable power than the enapplicable power of music. The mystery, charm and influence of music should, therefore, be presented to the child as a creation of God; as an audible demonstration of His personality. For God presents Himself in all created things, and all created things have proof of God's presence. In some creation he places part of His soul; in other part of His goodness, His beauty, His kindness, His firmness, His love, etc. But of all the created things God made man like Himself, and the chil-

dren like the angels. And every man, woman and child has some of God's goodness, beauty, kindness, firmness, love, etc. And to other things, that have no life, God has also given something, which we must find out by our five senses: the senses of seeing, of feeling, of smelling, of tasting, and of hearing. These five senses God has given us to find out all about Him and His creation.

After having given the child a preliminary talk in this direction, the teacher should give the child a practical illustration of the impressions obtained through the senses. She should impress the child strongly with the fact that seeing, feeling, smelling, tasting and hearing is not enough to know or understand. These functions are merely sense impressions, but the mind must first learn to see, or conceive, before we know a thing. No profound thought, nor language are required for this; but simple, child-like language and instruction. Before any illustration is attempted the child's attention and curiosity should be aroused. The teacher must have him to expect something new. This can be done by telling him that you are going to surprise him.

Exercise 1—Have any child to close his eyes, and placing yourself before him, ask him—with his eyes closed—to tell you what you hold before him. He will not know, nor permit anyone of the class to tell him. Then surprise him by holding before his eyes to see, some funny, unknown or unexpected object; and impress him with the fact that his eyes had to see before he could see what it was. Then also impress him with the fact that, although he sees the object, he does not know what it is. Therefore his mind must learn to know too, even if his eyes see it. If there is a class, hide the object from the rest of the children also, so that they are as interested, attentive and curious as the child undergoing the test.

Exercise 2—Perform the same process in regard to the sense of feeling, by having the child close his eyes and letting him feel some object of a distinct quality, impressing the sense of feeling, such as something cold, smooth, sticky, rough, sharp, soft, some velvet, silk, etc.

Exercise 3—The same test should be employed for the sense of smell, by such objects, as vinegar, perfumery, onion, spice, etc.

Exercise 4—In making the test as to the sense of taste such things as salt, pepper something bitter, sour, etc.

Exercise 5—The ear-test should come last, as in this case the child will have received a good idea of the difference between an object perceived by the sense and one conceived by the mind. It is absolutely necessary that the child has this distinction made clear, for in the demonstration of music as an element in education it is not the thing that produces the sound that is of interest and educational value but the mysterious nature of the sound itself that must be conveyed to the child and must exercise its influence.

A—The first object in the presentation of sound should be to acquaint the child with the difference between sound produced on different material. The teacher should personify sound as the voice of God. And that God has given human beings, and that He has not given a beautiful voice to some birds a beautiful voice to sing; but everything he created. Church bells, for instance, have a beautiful sound, but some things only produce noise, but no music. Then demonstrate the difference between sound as noise and musical sound. Sound that is sustained, that is, has a certain pitch or elevation and maintains it, is a musical sound. This sound can be imitated by the voice as regards its pitch sound. But sound that has no such definite pitch is not musical sound, but is merely noise. In having the child to understand the distinction do not give him a definition nor explanation of any kind, but give him illustration in the form that produces musical sound as well as mere noise. Objects that produce clear musical tones are: bells, glasses, vases, metal bars, etc. Other objects like wooden stuffs, blocks, and drum heads, etc., produce musical tones, but they are dull, and not sufficiently clear for the child to catch the tone and imitate it. Whereas other objects of wood, mineral and metal merely produce a noise.

B—After the child has learned to distinguish between noise and musical sound the teacher should exercise the child's sense of hearing by sounding all sorts of objects. The next step should consist in selecting a number of objects producing a musical tone of sufficiently high pitch so that the child can imitate with his voice the pitch of the tone sounded. The teacher can also

sing a tone and have the class reproduce it, or strike a tone on the piano for the purpose. But the tones should lie between the five lines of the treble staves. When the child loses interest in this give each child an object and have him produce the tone himself, and sing it afterwards. It will be of interest to the child to call the tone by the child's name, or give the tune some pet or fictitious name, and then have each child become familiar with his tone, so that when the teacher calls for a tone the child will sound it, or sing it. In this practice the teacher may observe the natural aptitude for perceiving, reproducing and memorizing musical tone on the part of each pupil. A record should be kept of this for all backward pupils. But it is in the elementary practice that ear-training must be developed. This exercise should be frequently repeated in various interesting ways. The child should even be requested to bring some object that produces a tone and have the other children of the class to imitate by the voice. In connection with these objects I suggest the following music-play, which may be varied as here indicated.

Have the child or class to speak the short lines given below in a regular march-like rhythm. For this purpose I have shown the particular step—R for right, L for left step—to keep the time, placed under the words.

1. Let us hear,
R L
2. (Ting, ting, ting)
3. Sweet and clear,
R L
4. (Ting, ting, ting.)
5. How it rings,
R L
6. (Ting, ting, ting.)
7. How it sings,
R L
8. (Ting, ting, ting.)

This tone rhyme may be played in different ways. One child at the time may be asked to sound its object in line 2, 4, 6 and 8, while the whole class speaks the lines 1, 3, 5 and 7. Or, the object may be sounded by the one child three times (in lines 2, 4 and 6) and the whole class may then imitate the sound on the eighth line. Or again, the teacher may point to a different child every time the object is to be sounded in the 2, 4, 6 and 8th lines. Or, the object may be sounded and the whole class imitate it after being sounded. This would necessitate a change in the arrangement of the

tone rhyme to 1st line the class speaking, 2nd line one child striking the object, and then instead of the 3rd line being spoken let the whole class imitate the sound.

It but depends on the ingenuity of the teacher to make a practical application of this simple but effective exercise in ear-training, whether the result obtained will be worth the time employed or not. An exercise of this nature can be varied greatly. The teacher must aim to make the play interesting not only in ear-training but also in mental and psychological directions.

PREVIEW FOR OCTOBER PROGRAM

MARY F. SCHAEFFER

NEEDS OF CHILDREN

In their new departure from home to school they need early to learn to subject their individual whims and desires that they become a harmonious, helpful part of a new group of individuals of their own age as well as part of the entire school. It is for the kindergartner to seek work to unify this great variety thus presented without sacrificing any of the individuality of her children. The family idea carried from home into the kindergarten results in the least break in the child's life.

By first learning obedience to command (which must always be reasonable), the children soon feel that their greatest freedom and happiness come to them in this new family life.

"ALL'S LOVE, YET ALL'S LAW": OUR MOTTO

The backward, timid children must be led to overcome their self-consciousness through the enlarged interests of the kindergarten which should always appeal directly to them.

The forward, precocious children are to learn to restrain themselves and consider the rights of others. The kindergartner is to help each child to unfold his inner essence, or true life, in a happy, healthful manner through all the varied activities of work and play.

"In good education, in genuine instruction, in true training, necessity should call forth freedom, law, self-determination, external compulsion, inner free-will, external hate, inner love." The kindergartner should, at every moment, in every demand and regulation, be simultaneously double-sided—giving and taking, active and passive, positive yet giving scope, firm and yielding, always

considering the eternal interest of her children.

Central thought: **Mother love**, as manifested in preparation for the winter, in the home and in nature.

Underlying thought: **Interdependence** of each upon all, and all upon each.

Essentials to physical well being:

1. Shelter.
2. Clothing.
3. Food.

Nature's indication of approach of winter as observed (1) in shorter days, (2) cool days and nights, (3) falling leaves and appearance of trees, (4) migration of birds, (5) frost, (6) wind, (7) rain and clouds.

Talks

Mother's and father's work in preparation for winter in the home.

Birds and squirrel's preparation for winter.

Butterfly babies—What becomes of them in winter.

Nature's preparation for winter as observed by the children in the parks near by.

Stories

The Thrifty Squirrels.

Legend of the Oak Leaves.

The Little Green Worm.

The Proud Pumpkin.

Mothers' call for Help from Mother Nature and Her Children.

Songs

"Come Little Leaves."

"I am the Wind."

"The Sun Has Gone From the Shining Sky."

"The Brown Birds Are Flying."

"Lazy Sheep."

"This is the Meadow."

Knitting song.

"Rock-a-Bye Baby in the Treetop."

"Golden Sunshine."

"Let Us Be Thankful."

"Three Cheers for the Red, White and Blue."

Games

Dramatize finger play stories and songs.

"Lazy Sheep."

"Come Little Leaves."

"Rock-a-Bye Baby."

"I am the Wind."

"The Brown Birds are Flying."

Ball Games:

Rolling in ring.

Throwing to children—and catching.

Bouncing and catching to rhythm.

Skipping:

"Let Your Feet Tramp, Tramp."

"Did You Ever See a Ladder?"

"I Put My Right Hand In."

NOTE—Impossible to do much with games under existing conditions.

Physical Exercises

Rhythmic imitation exercise of head, arms, legs and body.

Skipping, flying, hopping, running, galloping, trotting, creeping, all by suggestion of thing in nature which uses the particular means of activity.

Group or Social Work

Collection flowers, seeds, fruits, nuts, vegetables, leaves. If possible classify in charts, or arrange for decoration of kindergarten. Emphasize co-operation in all this work. Help children feel the value of individual effort toward completion of the whole. Study form and color and arrangement in nature.

Gifts

First Gift—Flowers, fruit, birds, babies with new winter dresses. Emphasize form, color, number.

Second Gift—Study similarity and contrast to First Gift in form and material; similarity to nature and life forms.

Third and Fourth Gifts—Building houses, barns and objects familiar to the children. Observe carefully finished building of each child, always learning what the child has built.

Slats—Outline life form. Emphasize position, direction, number, color.

Occupations

Clay (if available)

Modelling simple objects resembling sphere.

Folding and cutting and pasting window, house, barn, chair, stove, table, pail, bird.

Endeavor to make the real thing rather than the flat representation of the object. Encourage the inventive constructive faculty in the child.

Weaving

With slats and card-board mats, over one, under one.

Drawing

Fruits, vegetables, flowers. Color with
rayon.

Illustrative and conceptional.

Illustrate finger play song-stories.

Painting

Fruit, ball, flower (Margurite).

Plain wash.

Help children to gain mastery over material by giving at first very simple directions—doing the thing with them so their eyes may help their ears.

Encourage individual work in order to avoid dependence upon others.

Let every object made stand for an idea

The material is but the medium of expression for the spiritual.

Help the children to always express their thoughts or rather ideas in harmony, beauty, symmetry. This implies neatness, care and simplicity.

OCTOBER

E. LYELL EARLE

Drear October, month of sighing,
Sere October, month of dying.
Sighing for the fled September,
Crying 'gainst the dread November,
Hearing all September's glory
In December's bosom hoary,
Vain would autumn ripeness beard thee.
Winter's warning breath hath seared thee.
Fruit and flower and golden frondage
Stricken, sunk in death's dull bondage.
Yet with hope of resurrection
Unto springtide's new perfection.

Sere October, month of dying.
Drear October, month of sighing,
Sighing for life's fled September.
Crying 'gainst the dread November;
Must we hearse life's summer glory
In chill winter's bosom hoary?
Vain must fruitful autumn beard thee.
Winter's blighting breath hath seared thee.
Love and joy and hope celestial
Sunk in void and tomb terrestrial?
Nay! Thence cometh resurrection
To Life's Hope born new perfection.

SAILING

MABEL LIVINGSTON FRANK

I love to drift and dream
all day.
And watch the dashing
silver spray;
Sometimes it splashes high,
and then,
Sinks in the silent sea again,
foam smiles.
While far away, for miles
The waves break into sea-
and miles—

NATURE STUDY NOTES

B. OCTOBER

First Week—Flowers, Animals of October

Ask children if they know name of new month. Ask if they noticed any birds, while coming to school.

Where have birds gone?

What do you now see in the parks? Insects and squirrels.

What are squirrels doing?

What color is the grass?

Tell children to notice what the people were doing, while coming to school.

Second Week—Seeds, Use

What flowers are still with us?

Who cares for the little seeds that are left of the flowers?

What seeds do we save?

What seeds do we eat? (Wheat.)

The squirrels save some seeds. They are called (nuts).

Who besides squirrels gather seeds? Boys and girls.

Third Week—Trees, Use

Where do little birds live? (Trees.)

How do they (trees) help us to live?

To build houses.

To give us food.

To give us wood for fire.

To give us shade.

But what is done first to the tree? Cut down.

Ask the names of the different parts of the trees? Such as roots, branches, trunk, bark, leaves, and uses.

Fourth Week—Birds, Fruits

Where have mostly all birds gone? (South)

Why do they go away?

What birds remain with us?

Why do some go away and some remain.

What are birds doing now?

What child has seen any fruit on his way to school?

What kind have we now?

Where are fruits kept all winter?

Life is short. Let us not throw any of it away in useless resentment. It is best not to be angry. It is next best to be quickly reconciled.—Samuel Johnson.

ETHICAL LESSONS FROM FROE- BEL'S MOTHER PLAYS

BERTHA JOHNSTON

"ALL GONE"

How may the Baby's soul and brain
Th' enigma of All Gone explain?
Sense and meaning therein must be
Oh, puzzle strange to baby mind!

What but now he saw
Is here no more;

And what was above, below he'll find.
That which was here
Doth disappear!
Where can it be?
Oh, mystery!

Past and Present (contrasting) his mind now can
hold—*

In time he will learn they a Future unfold.

All gone, my child, all gone!

The supper is all gone.

Where, O Baby, show to me—

What, inside the mouth so wee!

Yes, then tongue the morsel guides

Till down Baby's throat it slides.

Down it slips; is churned and churned,

Then to bones and blood is turned.

Making Baby plump and sweet

Almost good enough to eat!

When his dimpled cheeks and eyes

Laugh to see our great surprise.

The movement of the hand turning from almost horizontal to almost vertical is universally known as a gesture of negation or one which signifies that of a certain thing nothing more remains or that a certain person is no longer present. This little play, whose movement, it is true, exercises the child's wrist in only one arm-position other than that of the foregoing (the Weather-vane) is with the accompanying illustration and reflections, the complete opposite of that preceding. In that one there was a widely-diffused Presence; here, is a lack. As there was there something that endured, so here, there is a general end of things. As there was there a lively suggestion of the present, here, there is a general reminder of a "had been," the Past; throughout, the pointing to something earlier, or something gone before, in contrast with Now. Everywhere is the suggestion of something that was there, but now is gone: the supper is gone—the plate is empty—the candle extinguished—no salt is left.

Even the dog, Watch, who accompanied the father to and from the field, has eaten his meal. He appears to be hungry yet, but—all is gone. The boy is thirsty: "please sister, give me some water." "It's

*Literally, "one is in both (or two). Therefore is the child contented.

all gone," she says, holding the glass upside down before him, to convince herself. This unexpected and unwelcome news has drawn his attention from the bread and butter lying behind him; the cunning cat seems to have noticed this, she creeps slowly towards it, and snatches the bread away to eat it. When the boy turns at last to get it, it will be "all gone."

I am sorry, indeed, for the little girl there; she meant so well, intending to feed her bird, but she carelessly left the tiny door open as she looked down on the empty glass of her sister. "Where is your canary, my child?" "Oh dear! it is gone! It flew away." "Come with me, little sister," says her brother, consolingly. "Outside, in an old tree, I know where there is a nest with a lot of little birds. I will fetch it to you; in place of just one, you will then have many. Come, only come!" See! there they stand, so lost in expectation that the still hungry dog, following the children, eats the bread from the boy's hand, unnoticed, so that when he turns round, again we hear it is "all gone!"

The brother is already up the tree. "But what do I find? There is nothing here; the birds have flown." "But one of the nestlings shall be mine," says the other brother. See, I have caught it and hidden it here beneath my hat. How glad sister will be, bye and bye, when I give it to her. As glad as I am at sight of you, you beautiful raspberries, that I find here! How good you will taste! Just be patient awhile, in your darkness, little bird!" But now the wandering wind comes stealing along, turns the hat over, sets the bird free, and when the boy returns "Alas, the bird is gone."

"Mother, I don't want to look at the picture any more; everything in it disappears and no one keeps what he has or wants." "Ah, my child, if we would keep anything we must be as careful and watchful as possible and never let oneself be misled by covetousness. If we wish to possess something in the future, we must exercise foresight in season. In the expectancy, unfulfilled, of quenching his thirst, the boy forgot his bread; through carelessness the canary escaped from the little girl; the boy had no right to take the bird from the nest and cage it: it gained its freedom through its strength and courage; the dog ate the bread from the hand of the boy who

ad given himself up to expectancy; and, unable to resist the tempting raspberries, he boy lost the pleasure which he thought to give his sister.

"Mother, let me look again at the fluttering, escaping bird!"

Supplementary Remarks

ALL GONE*

All gone!

All the blossoms fair of Spring—
Bloom of apple, peach and pear,
Which to gladden Mother Earth
Sent sweet fragrance through the air.

All gone!

All the dandelions bright
Fearless 'mild green spears of grass,
Beckoning with their golden crowns
Every little lad and lass.

All gone!

But the lost may soon be found
Though in quite another guise;
Changed by Nature's magic wand
But discerned by seeing eyes.

Blossoms turned to luscious fruit,
Grassy blades to fragrant hay,
Dandelions flowers wee
Changed to airships, flew away.

All the precious hours of Spring
Passed away to ne'er return,
But their seeds rich fruit may bear
If their lessons we can learn.

And my girlie's temper lost
Causing grief to self and friends,
May, regained and self-controlled,
Be a power for noble ends.

This Play is preceded in Froebel's plan by one upon the Weathervane, which fact explains references otherwise obscure. Inasmuch as we are publishing this series of translations with special reference to grade work we will not always take them in the exact order given in the original but will be regulated by what the seasons may suggest and the requirements of the grades.

It will be seen that in this case the Commentary does not in its thought exactly coincide with the verses for the child. The summer disappears indeed, but its elements still exist although in a form of much more value—bread and milk have become transmuted into baby's flesh and muscle which are again transmuted into thought and smiles and pretty play. But in the Commentary, that which disappears seems to have gone with no suggestion of retrieving the loss—it is gone for good and all. There

*We give these verses as supplementary to the first literal translation. The teacher may find them useful in her autumn lessons.

are thus two points of view suggested and the teacher can therefore study and use the picture for two distinct purposes as will be pointed out below.

PHYSICAL EXERCISES AND GAMES

The physical exercise of which the play is the basis is a simple wrist movement and we would here remind our readers that the exercises and plays were planned primarily for the little infant just learning to get control of his body through play. But the exercise is an excellent wrist-movement for all ages. Older children may vary it by a vigorous waving "good-bye" to the friends they have made during the summer vacation—a farewell to someone who is "going away." They may also vigorously shake their hands as if flipping off water. "Where does the water go?"

A little mystery play that children enjoy is the old nursery play "Two Little Blackbirds" which we here describe for those to whom it may be unfamiliar, it being appropriate to this subject.

Two Little Blackbirds—Upon the nail of each forefinger paste a tiny bit of paper. Place the two forefingers side by side upon table or lap repeating:

"Two little blackbirds sitting on a hill
One named Jack, the other named Jill;

Fly away Jack—
Fly away Jill—
Come back Jack—
Come back Jill.

At the words "Fly away Jack, Fly away Jill" jerk the right and left hands respectively over the shoulders. Then bring each back in turn but with the middle finger extended, and the forefingers doubled beneath the hand, the paper scraps thus being invisible. At the next words, "Come back," etc., bring back the forefingers, and the "birds" are again to be seen. You will probably hear, "Do it again" repeatedly, as the mystery of the whence and whither puzzles and delights the child.

"The Brown Birds Are Flying Like Leaves Through the Sky," by Elenor Smith; "Fly Little Birdie," (Patty Hill); and similar bird songs which picture the migration of the birds are appropriate here.

"Welcome Little Travelers," a familiar kindergarten game, can be played thus: Send a group of children away, to whom the remaining ones wave a good-bye. Up-

on the return of the absent ones (who have been in this case coached by the teacher) they are welcomed with the usual question:

"Welcome little travelers, we come welcome home.

Tell us, little travelers, from which land you come."

"They will reply:

"We have come from 'Tadpole Land where people all were Tadpoles,' etc., but instead of representing tadpoles they will now act the part of frogs. Similarly, they may sing: "We have come from caterpillar land," but will act the part now of butterflies. The teacher may ask, where have the tadpoles gone? What became of the caterpillars?

This may be varied by suggestions from the vegetable world. The children may reply, "We have come from Lily-bulb Land, where people once were lily-bulbs." Let the children themselves also suggest different forms of life that have apparently "gone" but have in reality simply undergone a transformation.

Hide-and-Seek games and others such as "Hiding the thimble" may be played also.

'Lidving-up—The teacher may, when it seems fitting, playfully suggest that she would like to see the scraps of paper or other things out of place "all gone." Let us see if the dead leaves that dropped from the window-plant are "all gone;" also the grime from dirty hands.

Let the teacher have a quiet game in which she suggests that she is thinking of something one foot tall, green, but in a few months it is yellow, is cut down, for awhile makes the air fragrant and then is "gone." But later it is found in the city where the horses eat it. What is it? Hay. Have similar guessing games centering around the things that disappear from one place and one form only to reappear in another.

MENTAL SIGNIFICANCE

The thought hinted at in the child's verses is closely akin to that known in the world of Force as the "conservation of energy." Here we have suggested the conservation or rather the indestructability of matter, the transmutation of material things. The supper disappears, it is true, but it is by no means lost; it reappears in a very different form—in the baby's bright eyes and glowing cheeks. Let the older children study the picture and determine if

the bread and butter, the birds, the candle are completely "gone," or merely gone in the sense that the baby's supper is.

A side question of ethics may come up by discussion upon what happens to the bird unused to caring for itself, when it gets in the open, unable to recognize the right kind of food and in danger of being caught by the cat or killed by native birds, as an alien. In a later song Froebel points out graphically the responsibility of wisely protecting and caring for the animals that we have made dependent upon our thoughtfulness.

Older children may be able to tell what has become of the nestlings. What of the burnt candle? Instead of trying at once to gratify childish curiosity regarding this mystery, let the children feel that it is mysterious but that when older, through experiment or study they will be able to find for themselves the different elements into which it has been resolved.

A burnt candle and a burnt house both are "all gone." What is the difference to man? In one case the consumption has been to him a gain, in the other case a loss. A comparison may be made between the light-giving candle in this picture and the oil-lamp in the one preceding. In the September Philistine, Elbert Hubbard gives a sprightly historic summary of the different illuminants in order of their succession.

When the children make soap-bubbles let them feel the mystery of the sudden disappearance of the filmy sphere.

ETHICAL SIGNIFICANCE

As said above, the picture lesson may be viewed from two aspects. In the one case we see the natural consequences, so well illustrated by Froebel, that follow carelessness and unthinking greed or covetousness; we see a future good lost because of present want of care, and forethought—a fault common to childhood, if not to too many that are supposedly mature. It is the teacher's privilege, as it is that of the parent, to train the child to rightly measure the comparative importance of things and events and the picture is an aid to this end. Let the children give examples of home experience in finding things "all gone." The boy comes late to breakfast and finds things cleared away; the girl forgets to fill the lamp in the morning and it soon burns out

the evening. (Wise and Foolish Virgins). The boy whose money goes in foolish evanescent pleasures—the penny slot-machine, and frequent sodas, has nothing left for things worth while. The drinking, rousing Hessians in the Revolutionary war, lost an important position by foolish attention to business, and England's short-sighted King lost the American colonies by inability to weigh matters wisely. Lost time and lost tempers may also form a sub-topic of this subject.

But a larger thought and one more constructive in character, is contained in the child's song, i. e., indestructibility of matter, as before suggested. Although apparently lost, matter is never "all gone;" it only changes its form, sometimes becoming invisible gas. The baby's supper becomes blood and muscle, bone and sinew. The leaves which flutter down from the falling tree become rich soil for future generations, and in time the tree itself, when, disintegrates and Mother Nature beautifies it with moss and lichen. The lost nursery may never return but the child may learn a lesson from sad experience that will enrich future life. Time once gone, never returns; let us improve each moment that for good or ill leaves an impression upon the future.

Closely linked with this thought is that of the resurrection, the mystery of the ages. When life departs from the body is it "all gone?" The wise, thoughtful teacher must decide for herself which of the many suggestions in this Mother play best suit her children's needs.

SUGGESTIONS FOR OCTOBER

LILEON CLAXTON

October with its gorgeous coloring is rare. The month is so full of interests for the children that it is difficult to determine just what subjects to present. Still, we need not be unhappy at not being able to do it all in four short weeks. There will be other Octobers for the little ones and many of them we hope. When we look to the program of September it is evident that the subjects suggested there carry over to October. There are flowers still blooming, seed pods forming, fruits to gather. The teacher will continue to keep these thoughts before the children by pictures and references to them during any period of the

day. But the plan presented here will not attempt to carry these subjects along with the new work given. Let us also remember that there are many more new subjects suggested than any one teacher should present. It is intended that the subjects more closely related to the children's environment will be chosen. There is, however, one predominating thought for October no matter from what point it may be approached. Preparations for winter is evident on all sides. Nature conditions indicate the approach of Jack Frost. In the home mother is looking over the winter clothes, father is mending the cracks in the buildings. All the windows are gone over to see that they are ready for cold weather. Winter is coming and we must prepare for it.

When the flowers show the effect of the frost some of them can be shown to the children as an introduction to the subject of Jack Frost. The "queer little elf" has touched them so that they will go to sleep before the winter snows catch them. This subject will be taken up more definitely when the frost pictures can be seen by the children. The "Helper" on which the children's thoughts will be centered this month is **father**. His daily employments should be spoken of. His care for the comforts of the family may be shown. The fact that he works daily for his children can be emphasized. Home comforts that the children could help to bring about need to be talked over. One child might see that father's paper is kept in its proper place. Another put his slippers by his chair when he is expected. His house-coat should always be ready for him. The children must remember that father is tired when he comes home. Let them try to not be too noisy. In many such definite ways they should be directed to think of father and his relation to the home. An animal book made by the children is a very interesting treasure to be taken home at the end of the year. This is easily done. Each month at least one animal is considered. A clear-cut stencil of this animal should be made and colored. A certain paper for mounting all of these animals should be decided on so that the pages will be uniform. On each page the child may draw some fitting back-ground such as the tall grass for the butterfly in the September work and the branch of a tree, as indicated below. Each month the

stencil may be mounted and carefully marked with the child's name. At the close of school these can be fastened together with paper fasteners or ribbons. The cover should have a picture of some animal cut from a picture book pasted on it, or the teacher might make some simple design and print the child's name and the date. This book will be a measure of the progress made by the child as the first attempts will be very crude as compared with the later ones.

The time for taking up the different subjects selected for October depends so largely on the advance of the season that it has been considered better to not name the week in which the work shall be given, but rather group the subjects together that are naturally related.

Subjects For the Morning Circle.

1. Helper—Father. Talks on this subject were indicated in the introduction.

2. Fruit.

- (a) Apple
- (b) Pear

{ color.
taste.
seed.
home.
uses.

(c) Gathering and storing fruits.

3. Leaves.

- (a) Maple.
- (b) Oak.
- (c) Chestnut.
- (d) Horse Chestnut.
- (e) Rose.

{ color.
form.
uses.
home.

In speaking of the uses of leaves besides their uses to the tree, the shade and shelter to birds can be mentioned. The facts of them covering the flowers in winter, making earth rich, warm beds for animals, packing for bee-hives, hiding nuts for squirrels' use in winter storehouses, etc., are interesting. The thorns on rose leaves are contrasted to the smooth nut leaves.

Stories

Little Deeds of Kindness.—Child's World.—Poulsson.

The Good Cobbler and the Children.—Child's World.—Poulsson.

How the House Was Built.—Mother's Stories.—Lindsay.

The Sleeping Apple.—Child's World.—Poulsson.

The Four Apple Trees.—Child's World.—Poulsson.

The Apple Party.—Mother Goose Village.—Bingham.

The Kind Old Oak.—Child's World.—Poulsson.

Maiden Maple Leaf.—Mother Goose Village.—Bingham.

The Seed Babies' Blanket.—For the Children's Hour.—Bailey and Lewis.

A story of a picture in the kindergarten.

Rhymes

Blow, Wind, Blow.—Mother Goose.

Apple Seed John.—Child's World.—Poulsson.

Songs

The Family.—Mother Play.—Froebel, Blow edition.

There Was Once a Little Birdie.—Song Echoes.—Jenks and Rust.

The Conductor.—A Baker's Dozen for City Children.—Valentine and Claxton.

In Autumn.—Holiday Songs.—Poulsson.

The Orchard.—Holiday Songs.—Poulsson.

Come Little Leaves.—Songs and Games for Little Ones.—Walker-Jenks.

Games

The Conductor.—Baker's Dozen for City Children.—Valentine-Claxton.

Busy Carpenters.—Song Stories.—Hill-Hill.

The Cooper.—Songs and Games for Little Ones.—Walker-Jenks.

The Family.—Mother Play.—Froebel, Blow edition.

Sense Games—Tasting and smelling of fruits.

Round and Round the Village.—Children's Singing Games.—Hofer.

My Ball, I Like to Bounce You.

Swing Game.—Music for Child's World.—Hofer.

Dramatization

1. Father's employments as carpenter, painter, etc. The children sing "This is the way he saws the board, saws the board, etc., to the music of the Mulberry Bush.

2. Falling leaves of different colors represented by children with different colored clothing. North Wind blows them. Flowers under the trees, blooming. Finally leaves nestle down and cover flowers. Snow falls on leaves while flowers sleep. It rests

here for some few moments. Warm spring comes. Sun shines. Melts snow. Flowers wake up. Children go out and gather flowers.

3. Gathering apples, putting in barrels, driving to store-house, storing them.

Rhythms

Hammering, sawing, painting, etc.
Driving horses that walk, trot, gallop.
Pushing swings.

Walks or Visits

1. See men working at different employments.
2. Visit apple and pear trees.
3. Visit orchard.
4. Fruit dealers and buy apples.
5. Farmer's store house.
6. Grocer's storage.
7. Stock room in school.
8. Trees that are losing leaves.
9. Woods, to see leaves covering flowers.

Illustrative Material

1. Pictures of different trades, including cooper, farmer gathering and storing fruits, variety of fruits, a few leaves, an apple tree, a pear tree.
2. Have the father of one of the children bring his tools to kindergarten. Secure carpenter if possible.
3. Apples of different colors.
4. Opened apple showing center.
5. Pears of different colors.
6. Opened pear showing center.
7. Maple, oak, chestnut, horse-chestnut, lose leaves.

Gifts and Occupations

The children should be able to do co-operative work now. Let different objects be chosen. When completed they can be combined in a sand tray picture.

Fourth Gift—

1. Floor of house.
2. Door to enter store-house.
3. Street in front of school.
4. Fence by school.
5. Flagpole.
6. Home of children.
7. Store houses.
8. Wagons to carry stores to houses.

First Gift.—Represent fruits and leaves.
Second Gift.—Wagon and fruits. In-line plane for rolling barrels.

The names of the different objects in the Second Gift should be used freely.

Wagon made of slats and tablets or rings.

Clay—

1. Apples
2. Pears

Put a real stem in them to add to effect.

3. Barrels.

Painting—Paint clay apples and pears.

Drawing—

- (a) Free drawing to represent subject in hand.
- (b) Apple.
- (c) Pear.
- (d) Stencil of pear.
- (e) Stencil of maple leaf.

Folding, Cutting, Pasting—

- (a) Farm wagon.

Make the conventional kindergarten box. Paste a strip in front for shaft. Give children four cardboard circles for wheels. Paste on sides of box. Farm wagon is complete.

Tieing, Pasting, Cutting—

- (a) Swing.

Let each child tie a piece of thread to either end of short twig to make the swings. Then paste a picture of child on seat of swing. Pictures should be cut at another time. Then swings can be tied to large branches that are used to represent trees in orchard sand picture.

Sand—

- (a) Sifting sand like masons.
- (b) Mud pies.
- (c) Perforating.
- (d) Represent an apple orchard, as pictured in the song "The Orchard."
- (e) Change picture of orchard by adding barrels, wagons, horses, clay apples on ground, in wagons, a store house at one end of sand tray.
- (f) Represent woods with twigs that still have leaves on them and some that are bare. Fallen leaves should be added.

Subjects For the Morning Circle.

1. Nuts—

- (a) Chestnuts.
- (b) Hickory.
- (c) Acorn.
- (d) Horse chestnut.
- (e) Peanut.

{ coverings,
uses,
home.

2. Squirrel—

- (a) Appearance.
- (b) Food.
- (c) Habits.
- (d) Home.

Stories

Wait and See.—Child's World.—Poulsen.

The Baby Buds Winter Clothes.—Child's World.—Poulsson.

The Chestnut Boys.—Child's World.—Poulsson.

The Squirrel.—Finger Play.—Poulsson.

The Thrifty Squirrel.—Child's World.—Poulsson.

Rhymes

Mr. Squirrel.—Small Songs for Small Singers.—Niedlinger.

The Squirrel.—Finger Plays.—Poulsson.

Songs

Mr. Squirrel.—Small Songs for Small Singers.—Niedlinger.

Harvest of the Squirrel.—Songs of the Child World.—Gaynor.

Little Hickory Nut.—Nature Songs.—Knowlton.

A Song of Chestnuts.—Song Echoes.—Jenks and Rust.

Games

1. Chasing the Squirrel.—Songs and Games for Little Ones.—Walker-Jenks.

2. Nut hunt.

3. Squirrel-running game.

4. Peanut-man. Use the Muffin Man dance found in the Hofer collection of Folk games. Substitute the words Peanut Man for Muffin man. The last line should run as follows: "Who lives on our street."

5. In my hand the ball I hold.

6. Racing game.

7. Drop the handkerchief.

8. Sense game—running lightly like squirrels.

Dramatization

Children gathering nuts. Squirrels gathering nuts. Story of Bushy, Frisky, Dick. Squirrels sitting on haunches eating nuts.

Rhythms

Squirrels running.

Squirrels jumping.

Walks or Visits

Woods to see nut trees, etc.

Park to see squirrels.

Shop where pet animals are sold to see squirrels.

School cabinet of nature materials.

Illustrative Material

Chestnuts.

Hickory nuts.

Acorns.

Horse chestnuts.

Peanuts.

Coverings of nuts.

Nuts eaten by the squirrels.

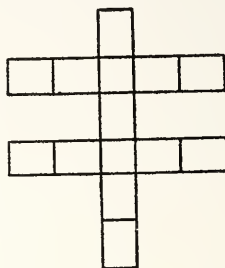
Pictures—Nut party in the woods, nut trees, squirrels, home of squirrels.

Gifts and Occupations

First Gift.—Form and colors of balls compared with nuts and their coverings.

Fourth Gift—(1) Co-operative work. Build stone wall by placing bricks on long, narrow faces. Connect with work of squirrels.

2. Make a grove of nut trees.



3. Continue buildings of previous weeks, bringing them to more realistic forms.

Clay

1. Squirrel. (Keep a large picture of squirrel before children.)

2. Chestnut burr with nuts added.

Cutting

Pictures of children from fashion books.

Stencil

Squirrel—Mount on a branch of a tree.

Drawing

Branch of tree to mount squirrel.

Pasting

1. Supports on back of pictures of children cut from fashion plates.

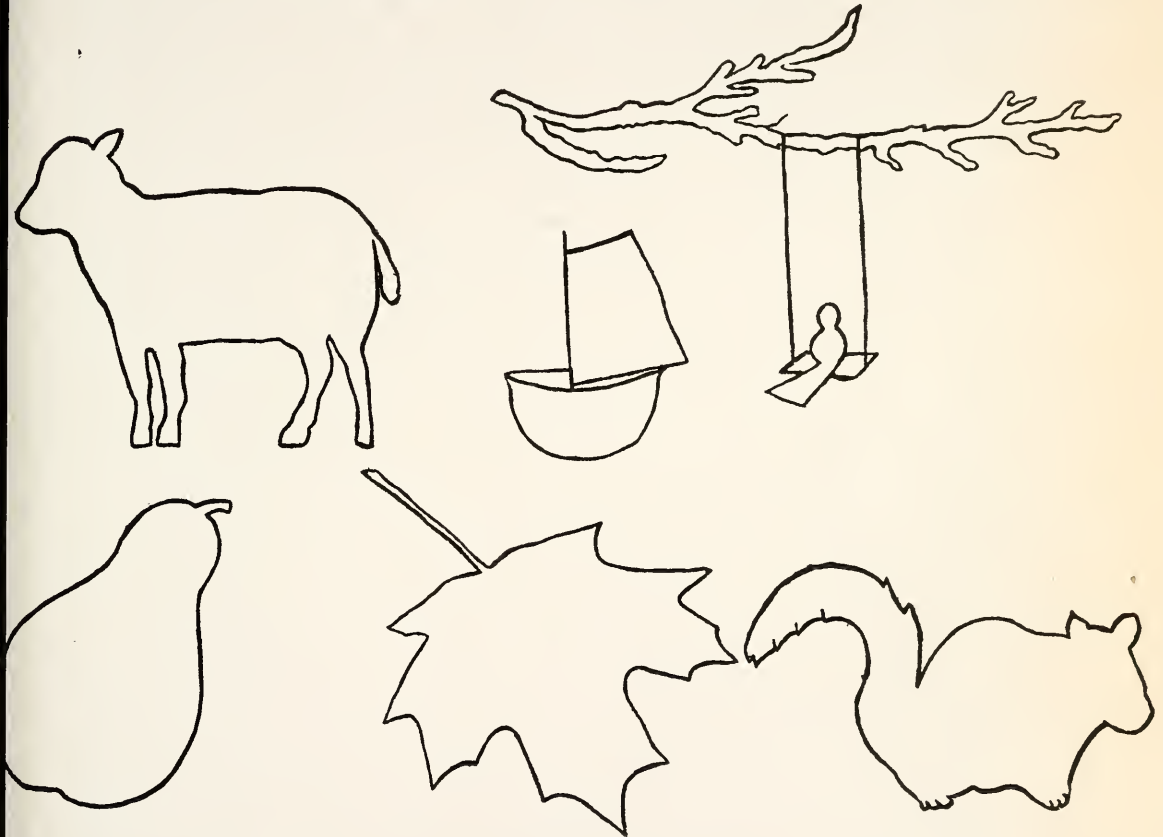
2. Boats—Make boats from English walnut shells, thus: Open shells carefully so as to not break edges. Secure one rose leaf for each child. Let him place a generous drop of glue in the bottom of his shell. Stand the leaf upright in the glue and hold till glue hardens. This will make a charming boat.

Sand

(a) Scene representing woods with

uts and leaves on trees and ground made of branches from nut trees. Place squirrels appropriately. The clay ones and the pencils made by the children should be used. Pictures of children cut out and collies can represent children in the woods gathering nuts. A store house for the squirrels could be made of small stones.

- (b) Continue plays of previous week.
- (c) Place a large pan of water in sand for sailing shell boats.
- (d) Let children use toys in sand.



- (e) Children use acorns for cups and saucers and sand for refreshments at a tea party in sand box or at toy table.

Subjects for the Morning Talk

1. Sheep.
 - (a) Appearance.
 - (b) Food.
 - (c) Habits.
 - (d) Home
 - (e) Wool

} Shearing.

} Uses.
2. Shepherd.

Duties

} Prevent wandering.

} Find good pasture.

} Guard against wolves.

3. Shepherd dog.

Duties—Assist the shepherd.

Stories

- Mollie's Lamb.—Child's World.—Poulsson.
The Little Shepherd.—More Mother's Stories.—Lindsay.
Cleverness of a Dog.—Child's World.—Poulsson.
The New Red Dress—For the Children's Hour.—Bailey.
The Lambs.—Finger Plays.—Poulsson.

- Pattie's New Dress.—More Mother Stories.—Lindsay.
The Boy Who Cried Wolf.—Easop's Fables.
Red Riding Hood.

Rhymes

- Mary Had a Little Lamb.
The Lambs.—Finger Plays.—Poulsson.
Baa, Baa, Black Sheep.—Mother Goose.
Bo Peep.

Songs

- Mother Goose song in the opera Wang.

The Barnyard Song 1-4 verses.—Holiday Songs.—Poulsson.

Little Bo-Peep.—Nature Songs.—Knowlton.

The Little Lamb.—Small Songs for Small Singers.—Niedlinger.

The Happy Lambkins, 1st verse.—Songs of the Child World.—Gaynor.

Games

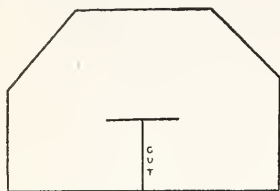
Little Boy Blue.—Songs and Games for Little Ones.—Walker-Jenks.

The Farnyard.—Mother Play.—Froebel, Blow edition.

My Ball I Like To Toss You.

Sense game. Feeling
 { Wool.
 { Silk.
 { Cotton.

Blind Man's Buff.



Sheep-fold

Dramatization

Shepherd and dog caring for sheep.

Barnyard song.

This is the meadow.

Bo-Peep.

Baa, Baa, Black Sheep.

Walks or Visits

Park or meadow to see sheep and shepherd with his dog.

Sheep fold.

Feed store.

Dye shop.

Woolen mill.

Tailor.

Illustrative Materials

Tow sheep and dogs.

Hay and cornmeal.

Wool.

Woolen materials.

Small weaving frame.

Have shepherd dog make a short visit to class.

Pictures of sheep, meadow, sheep-fold, shearing process, hay rack, shepherd and his dog, wolf, Red Riding Hood.

Gifts and Occupations

Fourth Gift—

1. Fence around meadow.

2. Sheep fold.

3. Dog house.

Sticks—Red Riding Hood's home.

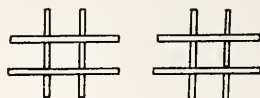
First Gift—Play "This is the Meadow.

Second Gift—Add string to sphere and cube.

Slats—

Hay rack:

Barnyard gates



Hay racks

Barnyard gate:

Stencil—Sheep—Mount of green hill.

Drawing—

(a) Free illustration of stories and rhymes.

(b) Suggest different characters found in stories.

Cutting—

1. Pictures of characters drawn by children as suggested under Drawing. Use in sand work at free play times.

2. Coat, trousers, mittens.

3. Red Riding Hood's basket.

Fold, Cut, Paste—

1. Sheep fold—This is made by folding the 16 squares and lapping the ends so as to form a sloping roof.

Sand—

(a) Represent a meadow with rolling hills and a stream made of tinfoil or blue paper. Have a flock of sheep either toys or stencils made by children. Add a shepherd and a dog. A fence can be made by sticking slats at the edge of the sand.

(b) Sheep fold—Build with Fourth Gift blocks a large building. Use the hay rack made of slats. Place hay back of it and sheep in front as though they were eating hay. Make fence as for meadow. Use barnyard gates made of slats. Place tin basin for water trough. Have a shepherd and dog on guard.

(c) Free Play as usual.

SCHOOLS ARE INTRODUCING FORESTRY.

Forestry is attracting wide attention among the schools of the United States. Not only have many colleges and universities introduced courses and even professional schools of forestry, but elementary phases of the subject have been introduced into hundreds of the graded and high schools, and teachers give enthusiastic reports of the success which is attending the new study. Public school teachers say that they have found in it a subject interesting to children, and one which furnishes much attractive, tangible material to work upon, developing the child's observation, and being at once acceptable to the young mind, and most practical.

The public schools of Washington, D. C., and of parts of Iowa are in the vanguard of this movement. Every graded school in Washington and a large number of the rural schools of Pottawattamie county, Iowa, are now teaching the elements of forestry. In Iowa, the subject is being taught as a commercial course in connection with home geography and agriculture, while in the Washington schools it is used as the nature study courses. The four upper grades of the Washington schools are studying the forest and this year all are following practically the same outline; next year this outline will be confined to the fifth grade, while the other grades will follow an outline one step advanced, and so on until by the fourth year a four-year course will have been introduced. As a preparation for this work, forestry has been taught in the Normal School of the District of Columbia for several years past, and when the young student teachers take up the actual work of teaching they are already familiar with the details of elementary forest study. Prominent among the other normal schools of the country to take up work of this kind are those of Cleveland, Ohio; Rochester, N. Y.; and Joliet, Ill.

There is a section in the Forest Service of the United States Department of Agriculture which works in co-operation with schools in teaching forestry and its related subjects. This co-operation is not limited to technical schools of forestry; it is equally open to primary and kindergarten grades; it is as willing to help teach tree study in the first year nature-study class as to assist

in the establishment of a professional forest school.

This section of education, as it is called, is now working out model courses of study for graded and high schools, in co-operation with the public schools of Washington, D. C., and Philadelphia, Pa. The work in Philadelphia is being conducted by W. N. Clifford, head of the Commerce Department of the Southern High School where he is building up a modern equipment and evolving a practical system for the teaching of forestry in high schools.

In Washington, the Section of Education is directing a similar work for graded schools in four of the public schools of that city. Besides special lessons in the class room, the pupils collect and mount specimens of leaves, twigs, bark, and seeds, and, in connection with wood working, wood specimens of different commercial trees are prepared and placed in cabinets. Opposite each wood section is placed the name of the wood, its qualities, and uses. Extensive field work is planned for the spring months, and the different classes will be brought out into the woods, there to study the trees at first hand. As these courses are built up and tested they will be published from time to time for distribution among teachers, and it is expected that the practical line along which the courses are being evolved will win for them a wide application in other schools.

BOOK AND MAGAZINE NOTES.

"Lesson Stories for the Kindergarten Grades of the Bible School," by Lois Sedgwick Palmer (kindergarten). This is a little volume that Sunday School teachers of children from four to five years of age will find helpful. Being the work of one in the ranks, kindergartners will find much that is familiar in plan and in spirit. The general subject for the year is "God the Creator Providing All Things for All His Creatures." The principal topics in the order in which they are taken up and to each of which several lessons are given with an additional review are: Creating the great round ball, and the plants, fishes and other animal life; providing food for all; providing drink for all (story of clouds and streams); providing clothing for all; shelter for all; rest for all, and pleasure for all. There are special lessons for Thanksgiving, Christmas and Easter. There is a memory verse for each lesson, a song, with words, a prayer in most cases, suggestions for home work, for illustrative material, for story material and also for study material for the enrichment of the teacher's own thought. The lessons are simple in treatment and are elastic in plan. The writer's belief is that "the basic principles of reverence, trust, love, thankfulness, unity and obedience are the ones to be first presented to the young child's mind," and that this is best done by simple stories from the

Bible and Nature. The book would seem to serve this purpose admirably in the hands of a sympathetic and competent teacher. Published by The Macmillan Co.

"Educational Wood Working for Home and School," by Joseph C. Park. This is a book which any boy who enjoys working with tools will want to own and any boy who does not "take to" tools should own. It is a text book to be put into the hands of pupils in manual training courses as printed subject matter with which they are supposed to make themselves familiar as with other text-books. There is an interesting introduction, which gives a brief survey of history to show what tools have meant to man in the progress of events, with some excellent suggestions to students that will help them to realize what their work may mean in helping their habits and character that are worth while. There are many, many pages giving illustrations and descriptions as to the working of and care of every possible kind of tool with occasional pictures of the men who have invented certain ones. Other pages describe different kinds of wood, the shrinkage, weight, etc. The various fastening devices, such as nails, screws, glue, cleats, dowels, etc., are defined and illustrated, while other pages tell of varnishes and shellacs. Woodworking machines are pictured, there is a brief history of wood turning and its tools, and a number of exercises are given for knife work for schools without shops. The book should prove a very valuable supplement to the teacher's work in class. The Macmillan Co. Price \$1.00.

In the June number of Hygiene and Physical Education Dr. Robert W. Lovett of Boston states the grounds for the recent consolidation of "School Hygiene" with Hygiene and Physical Education. He reviews fully the work and purpose of "School Hygiene" as conducted during the past year and states that in its continuance as a department of Hygiene and Physical Education "it will be conducted along the broadest possible lines," and bespeaks for it the support of all old subscribers to "School Hygiene."

"Why Study Growth?" is the title of a very suggestive paper by Prof. J. M. Tyler of Amherst College. "Growth" is even more fundamental than Development. It furnishes the material whose development results in the complete organ or individual. The chief business of the child is evidently growth, and he needs above all pure air of the right temperature, moisture, etc., proper light, proper seating in the school room, and play. Growth is promoted mostly by plays and games in the open air, or in large, well-ventilated school rooms."

Prof. W. P. Bowen, of the Michigan State Normal College, presents a most helpful exposition of what constitutes fatigue and what counterfeits it. Some people are evidently simply born tired. "There is much misinformation as to what fatigue is. It is not simply a 'feeling of uneasiness' and discomfort. There is a motor as well as a sensory side which is even more important." Some of the counterfeits of fatigue are drowsiness, weakness to work, termed ennui by the French, mudigkeit by the Germans; lack of suitable food, loss of and discomfort from breathing bad air; aversion sleep, faulty nutrition, indigestion, adenoids and the early stages of many diseases. One of the commonest forms of fatigue in children arises from the suppression of natural activities by the maintenance of one position for long periods.

The evolution of St. Paul (Minn.) playground presents the typical struggle of a playground to

create and maintain its proper function in the life of a great city. The June number presents some interesting features such as "A Complete Home-made Playground Equipment for \$179.40," "Playground Benefit Baseball Game by the May," and prominent business men, netting \$500," and "A Fourth of July Play Festival Which Solves the Cannon Cracker and Pistol Nuisance."

Dr. J. H. Kellogg in the continuance of his "Suggestions Toward Checking Race Degeneration Due to the Conditions of School Life," analyzes in an exhaustive way the effects of the school demand upon the abdominal circulation of blood. He attributes a large part of the loss of memory, mental confusion, inability to concentrate the mind, etc., to position in school seats.

National health and vigor can be insured by the establishment of a national system of physical education under government supervision, as they have it in Sweden and Germany. This position is defended by Mrs. Francis W. Leiter and also by the leading editorial. The subject is a vital one and the treatment thoughtful and suggestive. The Department of Physical Education of the National Education Association has appointed a committee to memorialize congress, presenting the urgent demand for the establishment of a department of physical education under the United States Bureau of Education or under the new Bureau of Health, which is being advocated by the Committee of One Hundred.

One Room Rural Schools.

CONSTRUCTIVE WORK IN THE FIRST GRADE

Teachers all over the country are awakening to the necessity of constructive work in all grades. The beginning in this important line of work should be in the first grade.

What is constructive work? It is the expression of thought through the hand by the use of so-called plastic material.

What are the aims of such constructive work? Some of the most important aims are:

- (a) To satisfy the desire to express self-individuality in labor.
- (b) To satisfy the love to create.
- (c) To foster originality, which is in every human soul, and is awaiting a means of expression.
- (d) To correlate the class work with manual modifying or so-called busy work.
- (e) To relate more closely the home with school.

With the definition and the aims in mind, let us consider some of the ways we may utilize this line of work in a practical manner in the school room.

My first caution is to be content with crude expression in the beginning. For the highest ideal of this work is destroyed if the work is imitative. Out of crude but original work done in first primary grades will come artistic expression in the upper grades.

How many first grade teachers have a doll house in their school rooms? Not an expensive one that has been purchased at a toy shop, but one made of a large wooden box, which some child has donated. After the box has been brought into the school room, have one of the older boys measure and mark the windows in it. Call for suggestions as to the papering of the walls, curtains, floor covering, wall decorations and furniture.

It is necessary for the children to decide whether they wish the house to be inhabited by paper or china dolls. Also decide which room this is to be,

ether parlor, bed room, or kitchen. If they de-
e parlor, after it is properly furnished, another
m may be added. This may be done until you
ve a house of four rooms.

Teachers who have not tried this plan will be
onished at the materials brought and made by
e children, the taste, suggestions for home mak-
g, and the ingenuity displayed by them.

Each week some little girl may be appointed to
e for the house.

In what way may the furnishing and caring for
s little home correlate with the formal teaching?
ese are some of the practical lessons a certain
st grade teacher has worked out with her pupils.
t of the variety of wall paper brought in by the
ldren, came the lessons in color and design.

A color lesson used as busy work in connection
th the doll house, was the following: Each
ld had a sheet of 6x9 drawing paper and a box
Dixon's colored crayons. The children tinted
r papers a light green. Each child was then
en a small conventional fleur-de-lis, which the
cher had cut out of cardboard. This was placed
the tinted paper by the child to make a simple
ll paper design. From this lesson came addi-
l lessons of whether this design was to be
ed for side wall, ceiling, or border pattern.

With pegs and sticks children may originate de-
ns for either wall or floor covering, drawing
em on squared paper, and perhaps at another
e working out these same patterns in color.

With slats, children may weave shades for the
le windows.

The floor of the doll house gives abundant scope
r lessons in color and design. As the children
ing in carpet for one room the teacher may direct
e children's attention to the harmony with the
ll covering, the appropriateness of color to the
actical use of the room. The children may decide
paint the floor, in which case it gives an impetus
the weaving of a little rug.

It is not necessary to buy looms for weaving.
genious teachers may make them out of cigar
xes or chalk boxes. Take the bottom from the

box and along two opposite edges about $\frac{1}{4}$ inch
apart drive tiny tacks. String up your loom with
twine. Weave with yarn, zephyr, or strips of cot-
ton cloth.

Another rug could be made for the bed room or
kitchen by braiding rags and twisting and sewing
them in spiral fashion. The girls could bring
their own material from home and make curtains
for the windows.

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Music by IDA MAUDE TITUS

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explicit directions for costuming, music, jump-
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GEOGRAPHY GAME

I told my pupils that we would play the schoolroom was the United States. I named a different state for each child to visit, and told them to go to the place in the room nearest the direction in which it was from their home. After all had gone and mistakes were corrected, I told them to return and tell us what they had seen. The one visiting Florida saw oranges, the one visiting Colorado saw Pike's Peak, and so on. After each had told his experiences I gave them new places to visit. We all had a good time. —Ivy L Perkins, in Oregon Teacher's Monthly.

When it is as broad as it's long it must be the square thing.

VOWEL SONGS

FOR

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BY

William M. Lawrence.

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This is a series of six little songs written for the special training of vowel pronunciation in singing—they afford equal benefit for similar vowel training for the reading voice as well.

Training of this nature given in the form of song, not only takes away the dryness of vowel practice when exercised alone, but arouses enthusiasm and eagerness on the part of pupils to do the work. In fact the enjoyment realized does away with the consciousness of work and the educational benefit is all the more marked as well as more easily attained.

Strong claim can be made for the merit of these songs, they are tuneful and childlike, and are written with musicianly polish. The verses are written with the view of bringing in the particular vowel as often as possible.

NATURE SONGS AND LULLABIES

Words by Anna B. Badlam
Music by Carrie Bullard.

Price 50 Cents.

These songs, 15 in number, show the result of united co-operation between author and composer. They give every evidence of combined and harmonious effort. The poems are thoroughly childlike in character; are written with the experience of one who is in close touch with modern child training and contain the excellence in thought and literary expression which meet present day requirements in Kindergartens and Schools.

The melodies are strictly in keeping, possessing childlike simplicity without being commonplace, and are furnished with accompaniments that show the finish and polish of the capable, talented musician.

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There is no prettier feature for a program than a pantomine. Best of all, it is the most easily arranged of all attractive entertainments. The common way of presenting a pantomine is to take some pretty and well-known song, and while a singer or a chorus sings the words at one side of the platform, or behind the scenes, the actors on the platform carry out the sentiment of the words by the use of appropriate gestures. Only one rehearsal with the singing is necessary, and two rehearsals with the director repeating the words of the song are sufficient. Require all the actors to commit the words of the song. In rehearsing tell each to watch his own gestures and not to permit his gaze to wander. The song will be most effectively rendered as a solo and chorus, with piano and cornet accompaniment.—Oregon Teacher's Monthly.

WORD GAME

I have found the following word game a very interesting and instructive one for my first-grade children. When they are able to recognize as many as sixty words I cut little two-inch squares of cardboard and place on each card one of the words with which they are acquainted. I mix with these some new words. When we are ready for the game I give each child an equal number of words and divide the school into equal sides. I then call for the words in this way: "I want the word that tells the name of an animal that catches mice." The child having the word "cat" raises his hand and is given credit for one. A pupil is appointed collector, and as the words are used, he collects them. If any one fails to recognize his word, when it is called, or gives in the wrong word, one is taken from his side. In this way they learn to recognize words rapidly, and also learn the meaning of many words.—Canadian Teacher.

A REVIEW LESSON

This is a plan which I have found very effective in teaching a review. I have the children bring to class a number of questions (usually ten) on the review which they consider would be good for examination. Each one is to be prepared with the answers to his questions. When they come to class we usually have each one in turn ask a question and ask some one to answer it. This has proved very successful as everyone is very much interested in bringing questions and they feel that they have a part in the work.—Ina J. Wilcox.

The Atlas School Supply Co. have recently erected a very large and complete factory in Chicago for the manufacture of school goods. They make many things that are interesting to kindergartners and primary teachers, and will send their new catalogue free to any address.

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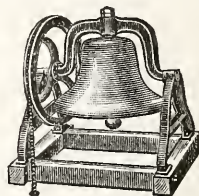
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Laggards in Our School. A study on retardation and illumination in city school systems, by Edward P. Ayers, A. M., Secretary, Backward Children Investigation, Russell Sage Foundation. 100 pages, \$1.50 postpaid. Charles Publication Committee, New York City.

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IMPORTANT

Notwithstanding that we have announced in every issue during the past year that all matters pertaining to subscriptions or advertising for the Kindergarten-Primary Magazine should be addressed to Manistee, many letters are still going to New York City. This occasions delay and extra work in the editorial rooms. Kindly note that editorial rooms only, not a business office, are maintained in New York, and send business letters to Manistee, Mich.

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Watch for our great combination subscription offer next month.

NOTES ON KINDERGARTEN THEORY AND PRACTICE

DR. E. LYELL EARLE



IN the September and October numbers of the Kindergarten-Primary Magazines were considered, first, the sources whence principles of theory and practice can be derived.

Secondly, the physical and mental conditions peculiar to children from four to eight; and thirdly, the individual instincts or tendencies of children as manifested in spontaneous activity as the basis for higher processes of educational control.

We promised to refer briefly in the present article to the various theories of play and then the applications of these play activities to the education of children from four to eight years of age and older.

I. Theories of play.

"The literature of this subject is considerable and easily accessible. Under the circumstances, it does not seem necessary to outline here in detail what can be so easily obtained from the original sources. We have, therefore, given only brief summaries of these theories. The subject, however, should be taken up thoroughly by the kindergarten teacher. The chapters of Schiller and Spencer should be read carefully, as should also parts of the "Education of Man," by Froebel, "Adolescence," by Hall, and "Mental Development in the Child and the Race," by Baldwin. The "Play of Animals" and the "Play of Man," by Groos may well be studied entire.

A. Spencer-Schiller Theory

"Play is surplus energy. Nerve cells have a natural instability tending toward regular discharge. If conditions of life become easier in the animal world, it expends this surplus, not needed in securing a living, in play. Children cannot sit still. A favorable condition, but this theory cannot account for the forms of play.

B. Gross.

"Play is an instinct, the purpose of which is the education of the individual. It is the practice by the young of the pursuits they must later pursue. Animals do not play because they are young; rather have a

period of infancy in order that they may play.

C. Hall.

"Play is the motor habits and spirit of the past of the race persisting in the present as rudimentary function of and always akin to rudimentary organs." (This completes and explains Groos' theory). "Thus in play we rehearse the activity of our ancestors back we know not how far and repeat their life work in summative and adumbrated ways." "The pleasure is always in direct proportion to the directness and force of the current of heredity. The pain of toil died with our forbears; its vestiges in our play give pure delight."

FROEBEL'S THEORY OF PLAY FROM THE EDUCATION OF MAN

"Even if I have brought no new thoughts to the subject, as some will maintain, even if the goal and aim of this education has long been known, **I have given something new in my childish plays**, for they know how we must begin to give activity to the powers of childhood in order that they shall neither rust and be lost for want of use nor overstrained by too early study."

"Child's play strengthens the powers both of the soul and the body provided we know how to make **the first self-occupation** of a child a freely active, that is, a creative or productive one."

"The play of the child contains the germ of the whole life that is to follow; for the man develops and manifests himself in play, and reveals the noblest aptitudes and the deepest elements of his being."

"Play is the **highest phase of child development**—of human development at this period: for its self-active representation of the inner from inner necessity and impulse."

"The plays of childhood are the **germinal leaves of all later life**; for the whole man is developed and shown in these, in his tenderest dispositions, in his innermost tendencies."

"It is the sense of sure and reliable power, the sense of its increase both as an individual and as a member of the group, that fills the boy with all-prevailing jubilant joy during the games. It is by no means, however, only the physical power that is fed and strengthened in these games; intellectual and moral power, too, is definitely and steadily gained and brought under

control. Indeed, a comparison of the relative gains of the mental and of the physical phases would scarcely yield the palm to the body. Justice, moderation, self-control, truthfulness, loyalty, brotherly love, and again strict impartiality—who when he approaches a group of boys engaged in such games could fail to catch the fragrance of these delicious blossomings of the heart and mind, and of a firm will; not to mention the beautiful, though perhaps less fragrant, blossoms of courage, perseverance, resolution, prudence, together with the severe elimination of indolent indulgence?"

A very important consideration in the matter is application of these theories to the organization of play that may be pleasurable for the child and profitable for the race. The type activities witnessed in the spontaneous and organized plays of children are type characteristics of organized developments that were once necessary or pleasurable for the preservation of the species. The result was that the individual of the species was so deeply impressed in the cellular structure that the ability to perform the action persisted for other necessities, leaving, however, the proper attitude toward the stimulus when it again presents itself. The ability at once leaps forth into act and the organism is in a state of interested response. If we add to this consideration, that in the use of play activities the individual is not held responsible for the result against his will, we have the essential difference between play attitude and the work attitude. It is very necessary for the teacher to understand the importance of pleasurable assertions in plays and games as well as social assertions and have the spirit of the play so that she may have no trouble with the value of the play in general and of different plays in particular. This matter has been treated by a special committee on play grounds in American Plays of Children in the normal courses in play.

We quote extensively that report.

2. Pleasurable elements in games.

Although the present forms of games may be new, the elements of which they are composed and from which the pleasure is derived are racially old. These pleasurable elements represent in a general way the occupations man has pursued at different stages of his evolution.

A. Elements, mostly physical, from the different stages of man's development.

1. The animal stage.

A. Imitation.

People have always called small children "little monkeys." This because children, like monkeys, imitate all that they see. Imitation is the fundamental characteristic of their games. They act out the lives of the people around them and the stories they hear.

B. Swinging, climbing, sensations of the feet.

Some have thought that the pleasure of swinging is derived from the associations with the swaying tree-top which linger in our nerve cells. The pleasure of climbing trees and hanging by the hands may be derived from the same source. There are a number of pleasures and elementary plays derived from the sensations of the bare feet, once a valuable guide in the pathway of life. Children love to go barefooted, to play in the mud with their feet, and to wade in shallow water.

2. The savage man.

Most of the pleasant elements in games come from this stage. The pleasure is probably derived from an association with immediate advantage at the time the original activities were pursued. These activities may be pursued now in play. These activities may be grouped into three classes, as follows:

A. Elements derived from the chase.

Hunting and fishing are still pleasant, despite small results and no use for the game. Boys like to go on tramps, to build shacks in the woods, to build fires and go camping.

1. Chasing and fleeing of which "tag" is the most direct descendant, but which enters into most games.

Running is pleasurable in itself to small children, but becomes less and less so with advancing years. It is more fundamental and ancient than any use of the hands and arms, and has much greater effect upon organic development. Rapid motion under primitive conditions always has associations of advantage, and is pleasurable in itself.

2. Hiding away and finding, as in "I spy."

An interest that develops early, and

enters into many games of small children, and pleasures that are not games, as in finding hen's eggs, birds' nests, etc.

3. Dodging a pursuer and catching in the arms.

Develops later in childhood and has fewer uses in the race and the child.

4. Throwing missiles, and dodging or catching them.

A chief means of defense and offense. Of great interest from about five to twenty. Of little muscular value, the pleasure greatly enhanced by throwing at a mark, especially a live one. Witness the comparative pleasure of throwing at a stone, or a squirrel, also a man who sticks his head through the screen at fairs.

5. Striking with a stick and fending or dodging.

This, as well as the previous element, are factors in personal combat as well as the chase. It is an element in all ball games.

It may be said of all these elements that there is a time for ascending interest, reaching a maximum, and afterward a decline. The order in which the interest develops approximates the order of its racial acquirements. It may be said in general that for small children these elements themselves are pleasing and constitute most of the game. With advancing years, the elements lose in interest, which then becomes fixed on new combinations of the elements in which the original purpose may not be evident, as in pitching baseball.

B. The art of savage man, drawing, painting, picture-writing.

C. The work of savage woman.

Women have added almost nothing to our repertoire of games. The nearest she has come to it is the basketry, pottery, and weaving which now forms the constructive play of the playground, and are generally enjoyed by girls at least and oftentimes by boys.

3. The life of the nomad.

Children have fear but also an almost universal interest in and love for animals, which are treated like other companions.

4. The primitive agriculturist.

Children love to dig in the sand, make mud pies, and later to raise flowers and vegetables.

5. The tribal life.

Savage man was driven to unite with others, and savage families to hang together, for protection against similar hostile combinations. Those who did not develop this co-operative spirit were destroyed in internecine wars. Here loyalty was developed. Circumstances demanded that it be narrow, but most intense, more so than at present. All of our team games closely approximate these conditions and derive their pleasures alike from the joy of battle and the joy of the comradeship which accompanies it.

Games in the present state combine these original elements in myriad forms, and many of them have been handed down unchanged for hundreds or even thousands of years.

B. Social elements.

1. Competition.

Competition is one of the almost universally pleasurable elements in games. The element that makes them so vigorous. The love of competition less strongly developed in girls than in boys. Individual competitions characteristic of the period from five or six up to twelve.

2. Comradeship and co-operation.

A All games are social and derive a considerable part of their pleasure from the social feeling which prevades them. Games are not only not played alone, but for their perfection they require that the participants shall all be friends. All games tend to promote this social feeling, and the group tends to cast out such members as do not develop group consciousness.

B. Co-operation is a higher form which this feeling takes in team games where it constitutes a considerable part of the pleasure of the game. In such a game as football, this amounts almost to an extension of the consciousness to include the team. These games have such a strong hold on young people, because they combine in a maximum degree the pleasures of competition, co-operation, and the social competition in the spectators.

C. Mental elements.

1. The joy of being a cause.

This is one of the first characteristics to appear in the play of small children. They love to build up and tear down, to make a noise or to do anything where the effect can be seen at once. This is one of the main pleasure motives in work, but does not play a large part in games proper.

2. Involuntary attention.

From its nature, play requires no effort of the attention, and in consequence secures a higher degree of concentration and more intense and prolonged activity than is possible in the work. The social competition of games repeats very closely the racial experience, through the bitter struggles of which the civilized brain was produced.

3. A feeling of freedom.

Freedom is characteristic of the lives of birds and animals, and of primitive man. It is the very life-blood of play. It must be free from outer compulsion or inner necessity. (This would suggest that kindergarten and playground directors should avoid too detailed and rigid daily programs).

D. Moral elements, pleasure.

Pleasure lies at the basis of conduct; the vividness of its images and its apparent nearness is apt to determine the vigor of our actions. It is said that it is one thing in life which is its own reward. It seems to be furnished us as an inner monitor to tell us what to do. Its tragedies are where we sacrifice the pleasures of later life to the enjoyments of the moment. Enjoyment arouses the mind and emotions and tends to put all their power at our disposal. The trend of pleasure is toward optimism.

3. Aims and spirit in the conduct of play.

In order that a play may be a success, it is necessary for the director to know how to judge of the value of the activities going on there at any time. She should try to secure perfect results by creating perfect conditions.

A. Purposes to be pursued.

1. Play should promote vigorous health.

In order to do this, it should be in the open air; when possible it should be vigorous; it should use the more fundamental muscles.

2. Play should promote nervous stability.

In order to do this, it should be in the open air; when possible it should develop and strengthen the vital organs and the fundamental muscles; it should rest the higher and more delicate nervous coordinations, as of the hands and fingers by using the older and simpler ones of the trunk and legs; it should rest visual areas by allowing the eye axes to become parallel; it should rest the auditory areas

ough being reasonably quiet (applies especially to adults and delicate children); should throw off the worries and strain the day by a complete absorption in the game, (especially adults); it should relieve the higher centers by action that is mostly instinctive and attention that is involuntary; it should tone up the entire system by pervading sense of the joy of life.

1. Play should develop physical strength.

Play as a system of physical training has the advantage of using old co-ordinations of the fundamental muscles in much the same sequence in which they were developed in animal history. But to be effective, it must be vigorous and reasonably frequent, and there must be a variety of games, making use of different muscles.

2. Play should develop vital and functional strength.

Play is preeminently social. All team games require social co-operation, and even individual competitions are carried on in accordance with social standards and for the sake of social victory—the appreciation of others. Play can never be maintained long or on a high level except under conditions of friendliness. Thus, anything that tends to promote friendliness tends to promote play, and anything that tends to demote play tends to demote friendliness. Group consciousness is an element in the game. Any expression of dishonesty or selfishness tends to chill the social atmosphere and makes the game flag, as does also the introduction of a foreign or unfriendly element in the shape of a foreigner of one of different race, class or religion. For the same reason, play tends to assimilate these foreign elements rapidly for its own protection. Different games have different values in this regard.

3. Play should promote morality.

Play is a form of social conduct, and is either moral or immoral, just as life itself or other social action is.

There are the same opportunities for lying or truthfulness, cheating and stealing, dishonesty, cruelty or kindness, justice or injustice, and all other virtues and vices that there are in life itself. Vigorous play, under normal conditions, tends to be a moral force, and, under social direction, it may become a very strong one. Play prevents much mischief and vice by merely giving a healthful expression to motor rest-

lessness and new interest to occupy the mind. On the position side, it has strong tendencies toward good.

A. Strengthens the will.

The muscles have been called the organs of the will and anything which tends to strengthen the muscles tends also to strengthen the will. Play must be instantly executed. This tendency to instant execution of purposes is likely to prove a good moral adjunct. Vigorous play teaches determination as almost nothing else can.

B. Its choices are made under conditions of freedom.

The child in the home and at school is under direction, but the child at play makes his own choices. In play he learns to be a free and self-reliant member of the community.

C. Play tends to be pursued with all the might and hence to unify the mind.

D. Promotes loyalty.

In team games, we have a good measure of the value of the play in the loyalty of the members of the team and the permanence of the teams. We have a good measure of the value of the playground in the proportion of the members of the playground team age who are on permanent teams. This nearly always involves tournaments and contests and the securing of real leaders for captains.

B. Criteria of the value of play.

1. Play should be vigorous. The listless, half-hearted play which one so often sees on the streets and in the playgrounds is little better than loafing; it does not establish a habit of energetic action and it does not secure the results of training. The spontaneous interest of play makes it possible for the child through it to develop a larger amount of activity than he can in any other way. It is the key to a vigorous manhood.

2. Play should bring a complete forgetfulness of other things and a loss of self-consciousness through complete absorption in the game.

3. Play should be its own reward. It should not be carried on for ulterior motives, as for pay or medals for fame, but for the joy of it.

4. Play should thus always tend toward and often become a maximal experience, such as will live in memory and give tone and color to after life."

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We will conclude by a quotation from Dr. Gulick on play. In an interesting paper Dr. Gulick divides play into three childish periods, separated by the ages three and seven, and attempts to characterize the plays of early adolescence from twelve to seventeen and of later adolescence from seventeen to twenty-three. Of the first two periods he says children before seven rarely play games spontaneously, but often do so under stimulus of older persons. From seven to twelve, games are almost exclusively individualistic and competitive, but in the early adolescence "two elements predominate—first, team games, in which the individual is more or less sacrificed for the whole, in which there is obedience to a captain, in which there is cooperation among a number for a given end, in which play has a program and an end. The second characteristic of the period is with reference to its plays, and these seem to be all of savage out-of-door life, hunting, fishing, stealing, swimming, rowing, sailing, fighting, hero-worship, adventure, love of animals, etc. This characteristic obtains more with boys than with girls." "The plays of adolescence are socialistic, demanding the heathen virtues of courage, endurance, self-control, bravery, loyalty, enthusiasm."

In our next article we shall draw actual material for early education from the foregoing notes on play.

THE MIND OF THE CHILD*

BY DUSTAN BREWER, School Medical Officer.

The study of the development of the human mind is the most complex and most interesting of all sciences. Psychology was studied in the most remote ages of which we have knowledge; all the races that have left us any written records leave traces of having tried to elucidate its problems. And from the dawn of history to the present day, men have tried and are still trying to have failed and are still failing, to unravel the intricate processes of mind. The oldest scholars left us works which are gems of literature, marvels of reasoning, but they do not further the subject. In the sixteenth, seventeenth and eighteenth centuries appeared many learned works on the subject—works teeming with knowledge, with observation, and with brilliance, but they leave us still completely in the dark as regards the human mind. It is not until we come to the middle of the nineteenth century, when psychology was first studied as a concrete science, that we get anything approaching what can be called a fact. During the last fifty years we have gathered together a small handful of facts regarding the mind, but few and incomplete as they are, their value is immense and is ever increasing. Some of these facts I am going to speak about now—they are facts that should be known to everyone who has any dealings with children.

To the educationist, above all, the actual known facts about the mind, especially those concerning the development of the mind, should be of profound importance. Yet as a class, educationists have ignored the results of modern research, they study Aristotle but are ignorant of Clouston and Ferrier, they study abstruse fancy but they neglect to learn facts that are proved and being proved as absolute. It is true that there is a strong reaction against the old theories but it is set in and a tendency to educate the youthful mind in accordance with what we know of its processes is spreading widely, but so it is desirable that more should be known and known by a greater number.

To trace the development of the human mind from birth would be an undertaking which even most hastily sketched would far exceed the limit of my space, so I propose to confine my remarks mainly to the

(*The editor invites discussion on the points of this paper.)

ge period, merely glancing here and there at the ages that come before and after.

The age period I have chosen is that between the ages of eighteen months and three years, and I have chosen it for this reason, that in mental development it is the most important of all ages, and it is generally neglected as regards mental education. It is the age during which the faculty of speech is developed. This faculty is served by a definite part of the brain known as the speech center, and from the point of view of mental education is of more importance than the whole of the rest of the brain put together. It is true that the speech center starts its development before the age of eighteen months, and that it does not reach its full perfection until maturity—but it makes its most rapid strides during the age I have chosen. Let us consider for a minute what is the faculty of speech. It is the faculty which enables us to understand language—to speak in language, to read in language, to express our ideas to others and to understand the ideas of others when expressed to us in words. You will therefore understand that speaking is not synonymous with talking—a parrot can talk but it cannot speak—a dumb person may possess the power of speech but he cannot talk. If you take the syllabus of a school, you will find that every subject taught except music and drawing, modelling, etc., appeals to the mind either directly or indirectly through the speech center. You will therefore understand why I look upon the age when this center is getting into working order, as the most important epoch in the life of the mind.

At birth the mind is potential only—but the brain is there—there in an immature state at present, almost functionless. But the full potentiality of the brain is there complete. Every mental action is served by some cell or small body in the brain. Every single one of these cells which will ever be in the brain is present in the brain at birth, though in an undeveloped state; the cells will grow; they can be educated, but they will never increase in number. They may be blighted by disease; they may remain dormant from lack of education but their number will never increase. The mind of a great man is potentially as great at birth as at maturity and no amount of education, of cramming or teaching, or any process whatever, will make it greater or less great.

Education may teach us short roads to knowledge, it may acquaint us with facts, it may teach us to express our ideas to others, but it will not enlarge our minds. Shakespeare would have been Shakespeare had he lived on a desert island and never seen another human being—we should not have his plays because he would not have known how to write. The recognition of this fact is of vital importance in education. Although to me it appears self-evident, I will adduce two proofs to support it. First, if a man owed his mind to his teachers, it is obvious that he could never surpass them. Who taught Homer? Who taught Dante? Who taught Napoleon? Their names may be known to curious historians, but to the man in the street they are unknown, because their pupils so far exceeded them and owed but an infinitesimal debt to them. Second, if education formed the mind, the higher the education, the greater should be the power of the mind. Take music, for instance, surely our doctors of music must be better educated in music than any other beings. Yet have they produced the best music? Have all the men who have been able to write music, after their names—all of them put together left to the world a hundredth part of the legacy of a single sonata of Beethoven?

Therefore at birth the potential power of the brain is absolute, but its functions are in obedience. Soon, however, the beginning of mental processes can be detected. I have not got space to describe the gradual opening of the mind in infancy, but must pass at once to the state of the child's mind at the age of eighteen months.

At eighteen months old, the child weighs about 28 lbs., or nearly four times its birth weight; it possesses 16 teeth; its food is approaching that of the adult, and it is able to walk without support. Its mind has developed quite as rapidly as its body. The power of imitation is extremely marked; the elements of simple reasoning by observation from causes to result are just discernable. The powers of imagination are just becoming evident; a very vague idea of authority and of a moral sense are to be detected; inquisitiveness is marked. Moreover the child can usually say a few words and understand simple commands. The power of control has barely dawned and the child is therefore "wilful" or obstinate. Let it be clearly understood that "wilfulness" is "willelessness," at all events in childhood. Roughly, the will serves two functions—it starts "voluntary" actions—it controls or stops "reflex" actions. The actions of a child of eighteen months are almost entirely reflex; therefore, the first function of the will is in obedience; it has little power of control over actions once started, so that the second power of the will is also very slightly in evidence. Let us take an example. If you stick a pin into the finger of an adult when he is unaware—he will draw his hand away (reflex action) immediately afterwards he will recollect himself and stop further reflex action (second power of the will). If he is at first aware that you are going to hurt him (i. e., open a boil) he will

keep his hand steady and control the reflex (first power of the will).

If you stick a pin into a child of eighteen months old, the child will cry whether it sees the pin or not (reflex action, no first power of the will), and it will go on crying until one of two things happens—either it will become exhausted or else the reflex to cry will be overcome by a stronger reflex to a pleasant stimulus. Thus the child will stop crying either by going to sleep or else by being coaxed out of it—but it will not stop of itself (absence of second power of the will).

This is roughly the state of mind of the child of eighteen months—the beginning of the period I have chosen. Let us see what is its mind at three years old, the end of my period.

At three years old the power of imitation is still great but it is lessening; the child beginning to perceive, though somewhat vaguely, that by mimicking it may make itself ridiculous. The powers of reasoning have advanced so that the child reasons out the majority of its actions. The imagination is now the greatest power of the mind—the child peoples the world with good and bad spirits and with its fancy endows all things with a halo of poetry. It has not yet reached the age when it has to “make believe.” As in the history of races, it is when a race is just emerging from barbarism that the greatest poetry arises, so in the history of the mind it is at that age when babyhood is passing into childhood that the fancy has its greatest powers. The jaded imagination of the adult requires all the illusions of the stage to lift the mind out of the matter-of-fact. To imagine a shipwreck we must have a wonderful stage mechanism, artificial water and mechanical thunder. Not so the child of three—give him a piece of wood or paper and a bowl of water and his fancy will supply him with everything to reproduce all phenomena connected with boats or the sea that he has ever seen or experienced or can perceive with its mind’s eye.

The idea of authority should now be absolute and, if he has been properly trained, obedience to his superiors should be a matter of course. He should obey without stopping to question the reason why, he should obey his superiors and not fear them. But the true moral sense should not yet have dawned, and the child of three has,

or should have, no abstract idea of right and wrong—he knows only the concrete right of obedience, the concrete wrong of disobedience, and as I hope to prove to you, he knows disobedience is wrong because he connects it with discomfort. The will is now becoming manifest—the child can control reflexes which are not too imperative, he can start actions without an immediate stimulus. The faculty of speech has now reached a high level so that now the child can express all his wants and many of his fancies in spoken words and he can understand what is said to him, on condition that what is said is of such a character that it can appeal to the present state of his mind.

And what is it that causes this profound development of the mind within eighteen months? First, and a long way first, is the inherent power of the brain cells to develop—given proper feeding and proper sleep the mind will develop of itself. That proper feeding is as essential to mental development as it is to bodily development, has long been recognized. But sleep is still more important. The cells of the brain are, during the waking hours, in a constant state of extreme excitability—they react to everything that occurs both within and without the body and during waking hours they neither feed nor grow. It is only when sleep has dulled their sensibility that they can find time to feed or to grow. The adult requires sleep in order that his brain cells may feed and refresh themselves, the growing child requires sleep so that his brain cells may not only feed but also develop. So the child requires much more sleep than the adult. The growing mind—and this applies in an ever decreasing proportion up to full maturity—should be encouraged to sleep on every occasion, and on no pretext whatever should anyone, who is not mature, be awakened from healthy sleep. Children should be allowed to come down to breakfast whenever they like, the upsetting of a household or of a school is of little consequence compared to the damage done to the growing mind by awakening a child from sleep. Sleep of the first importance, everything else of secondary importance. Don’t encourage children to get up early, don’t encourage children to get up punctually. From what I have said, you might be inclined to think that I considered the teaching and education of the child as of no importance, that the schoolmaster was

useless person. But this is not so—the schoolmaster is to the mind somewhat as the doctor is to health. The human mind is no more due to the master than human health is due to the physician, but the health of man is better because there are doctors, and the human mind is better because there are teachers.

The mental training that is applicable to the age we are considering, resolves itself into the inculcation of obedience. During this period the child must be taught to obey—to obey and not to fear—to obey his superiors without being afraid of them. In training we have two means at our disposal to help towards the desired result—reward and punishment. Reward is unquestionably to be condemned—to promise a child a sweetmeat if he behaves himself is to make the child consider good behavior as the abnormal and something deserving of reward. To punish a child for bad behavior is to enforce upon his mind that bad behavior is abnormal, and leads to unpleasant consequences.

As regards the punishment during early childhood—keeping the period from eighteen months to three years particularly in view—it must—(1) immediately follow the offence—for a child's memory is very short and to punish an action ten minutes after it is completed carries no meaning to the child's mind. (2) It must be inflicted without temper. This is obvious—but not always easy to carry out. (3) It must serve its purpose, i. e., the child must look upon the punishment as the direct corollary of the bad action. (4) It must be quickly over and leave no sting and no resentment. There is only one form of punishment which fulfills these conditions and that is corporal punishment. And I maintain this—and am prepared to maintain and prove it—that corporal punishment is the only form of punishment for the young child which is not torture and which the child never resents, and the only punishment which will make a child obey and not fear you.

When you are beginning to train a child to obedience, begin slowly; start by forbidding one action and when it has mastered its first lesson add another and so on. For example—a frequent trouble in childhood is the habit that children have of pulling things off the table. If you rap his knuckles every time he does so, he will

gradually begin to perceive that the habit of putting his fists on the table produces an unpleasant sensation and the lesson is learnt. But don't give the child a severe cuff because he smashes an expensive cup and spills the tea over your new dress, and overlook his pulling off a worthless cup and doing no damage—that is spite, not punishment, and cannot be too severely condemned.

A child should be supplied with things to play with, but don't give him expensive toys. The child's fancy will supply everything required—the old dutch dolls and wooden horses at a few pence each are far better for the child's mind and far better loved than the elaborate mechanical and other toys that are now so much in vogue. Mechanical toys appeal to the adults—to the child their wonders are of no moment and are simply ignored.

And now with one or two points for you to think upon, I must cease.

(1) Remember the child's mind is not a small edition of an adult mind, it is as different in kind and in proportion from the adult mind as the child's body is also different in proportion from the body of the adult. The strongest powers of the mind of the infant are the powers of imitation, and of imagination, the weakest are those of attention and memory (these are identical) and will.

(2) Its powers of imitation are great and the child can be educated by them. Take care that its examples are fit to copy, and above all never let a child see any of its superiors in a temper or quarrelling.

(3) Give the child's imagination full play and never laugh at it.

(4) Never frighten a child under any circumstances whatever. Fear is the most degrading of human vices.

(5) Never dress up a child to show off. Never send a child to a children's party where adults are going to look on. Children are not puppets. Let children play amongst themselves and the adults retire where they can watch without being seen. If the party becomes a pandemonium it does not matter—a little crying and fighting won't injure a healthy child.

(6) Remember that unless you love children you can never train children and had better have nothing to do with them, and lastly, remember that your children's duty to you is nothing, your duty to your children is everything.

EDUCATION FOR LIFE



IT should be the duty of parents to endeavor to discover in their child at an early age what talents it may possess or into what channels of work it shows a predisposition to enter and this accomplished do all within their power to help it in that respect. Children usually show early in life what they incline toward and they should be encouraged to learn whatever they can upon the subject and otherwise assisted in the premises. Ignorance or indifference upon the part of parent often works a great wrong to the child, who is not infrequently allowed to grow up with no effort made to develop that in it which might if pursued have resulted in success in life. Every child inclines toward some especial thing in life and it is presumed by this that it is the thing for which it is by nature ordained and often a parent's blindness to the fact, or what is worse total indifference, has proven disastrous to the young one's entire life to follow. It has not been given the opportunity required to assure it some measure of success in the work for which it seemed best cut out and the golden hours of its youth that might have been spent in training and tutoring are wasted. Often, too, parents with total disregard for the child's desires or inclinations for a certain kind of work, work in which it is reasonable to suppose it might have succeeded since it showed it leaned toward it, place it to learning or preparing for something entirely different. They determine for the child with apparently no thought of its inclinations or especial adaptation for a work what it shall take up in life and if in after years it attains no degree of success in the work they attribute the cause to the young man or woman himself or herself and not to the indisputable truth that he or she had been compelled to pursue that for which there was neither fondness nor liking upon his or her part.

The cause of failure in the case of eight out of ten men or women is the fact that they have not been able to follow the kind of work for which they were best adapted and were denied an opportunity in earlier years to prepare themselves. The universal belief among our forefathers of a century ago that every child had his especial calling in life and that it was the parents' duty once they had discovered what it was to be

to encourage and assist it in fitting itself for it even if they must seek state aid in order to enable them to do so was certainly a most admirable one. Assuredly parents today observed the same precept an inestimable amount of good would be done the man or woman himself or herself and the community as well. The child would begin early in life the preparation for what it might be said it was by nature intended or ordained and we should not find so many drones, mere toilers with no love for their work, no interest in it, in the world. It is true every child is not endowed with a great head for mathematics, a wonderful eye for perspective and colors, an astonishing ear for music or a lurid and marvelous imagination that we might expect to see it develop some day into a Dellesseps, a Rubens, a Mozart or a Dickens but every child has something in it worth bringing out, shows some inclination toward a certain work it should be encouraged and assisted to learn something about, prepare itself in certain measure to follow up.

Parents are often too ready to smile at the child's expressing its desire to become a certain thing in life, and if it shows what we are frequently pleased to call "a bending" toward some line of work it too is smiled at. The subject is treated too lightly and the result is that the young one abandons its desires to do what it hoped to do and believed itself able to do and wastes its time in other channels of labor. Probably, too, it is made to study of work for that for which it cares absolutely nothing, has no inclination whatever and hence either simply plods along through it or what is more frequently the case, utterly fails.

The study of the child is manifested by the study of the man that is to be and the father or mother that overlooks this important fact grievously wrongs the child. There is no period in life when the mind is so susceptible of grasping a subject as that from the ages of ten to nineteen years. It is then that it is in what some scientists style the absorbing stage and can better apply itself to the acquiring of knowledge and in the gathering and retaining of which it is easier for it to do. It is the harvest time, and should not be allowed to pass unembraced, and if experience has failed to teach the parents this, surely observation

has not neglected to do so. There is no denying it, every man has his especial calling in life and into no more serious error can one fall therefore than to say that any person can succeed at anything if he will but apply himself. Of course a person of average intelligence can attain some measure of success in most lines of work but that is all, unless there is in him a natural turn for the certain kind of work he undertakes he can never reasonably hope to make a name for himself. Napoleon said when asked to what he attributed many of his triumphs, "having born diplomats, born statesmen and born soldiers." Training of course counts for much, but a man's failure in life can more readily be traced to his having engaged in life in that for which he was never by nature intended than to any other cause." What would a Canova have mounted to in life if his father, when he discovered in his boy that wonderful talent for sculpture, had failed to apprentice him to a marble cutter at the child's own request and from whose humble shop he went to work for a sculptor. He might have been forced to follow some other work for which he was never intended, had no talent, no desires and today his name would be unknown. Would DeLesseps' marvelous work of cutting a great canal that was to shorten the distance from Europe to India by many weeks of travel have ever been possible if his mother, having discovered in her child a splendid head for mathematics and a wonderful skill in the building of miniature bridges, trestles and aqueducts, had neglected to do all within her power to encourage him to study and fit himself for the work the success of a splendid career showed he was by nature intended.

Failure upon a parent's part to discover in its child whatever talents it may possess is sometimes pardonable, but once the discovery made the failure to encourage and help the young one is worse than unpardonable, it is a sin, a crime. Washington wrote a volume of wisdom within a few words when he penned off the lines, "We do that best we have to do best and we succeed in life only in that for which we were intended." There is little luck in the world and success is seldom reached through any road of chance. It is inclination, love for the work, fitness and preparation that carries a man on to

success. What today in the child may appear to be but a fondness for a certain kind of toy or plaything, possibly a small steam engine or clockwork locomotive, may tomorrow develop into the young one's desire to know what causes it to run, why one wheel turning this way causes another wheel to turn in an opposite direction or why a little flame burning under a little cylindrical shaped tin filled with water forces a piston rod to pump up and fall back again and result in another year or two in his showing a wonderful turn for mechanics and machinery in general. It may be the means, if encouraged, of that child becoming some day a noted engineer and the discoverer or inventor of something for which the world shall forever after owe him a debt of gratitude.

Many men to whom success has come in life will tell you that it is due to two things—a natural turn for the work and an opportunity to engage in it. They will, however, go a little further possibly and say "and to my parents having done all they could to help me fit myself for the work." Parents often hold the entire destiny of their child in the palm of their hand, so to speak, and they are frequently sadly unconscious of the fact and not until it is sometimes too late do they awaken to their responsibility. They see their son or daughter's failure in life and know only too well the part they themselves have played in bringing it about. They sought not to discover in the child its possibilities, or if they discovered them they neglected to encourage and assist them to pursue them. They allowed the moments that might have been golden ones to the boy or girl to pass away unimproved and wasted. They sought not to bring forth from the mine its wealth of golden ore or turned the course of the stream that flowed on to success into a different channel, one that led to a shallow pool without outlet and where stagnation was sure to be met.

Success in life after all is but fitness for the work, love for the work and preparation. The round peg will never stop up the square hole nor the square peg the round hole. Man should follow in life that for which he was intended, inclines, possesses a decided turn or he will never rise above mediocrity and since it is in his childhood days that he usually shows what it is, it is then he should be encouraged and aided

in every way possible in the persuing of it. The drones in life are not all who toil at a certain thing because they have neither mind nor fitness for anything else. They are simply not working in the field of labor for which they have a natural turn, a love or an especial fitness. Their talents have been allowed to remain undeveloped, dormant and have rotted away.

Not every genius becomes known to the world, nor every great talent to bring its possessor fame and fortune. Thousands fail simply because they labor not in the fields in which they can make their talents bring forth rich harvests. They are as sculptors to whom the chisel and block of marble are withheld, painters to whom canvas and color box are denied. There is in them the spark but no breeze to fan it into a flame. We meet men every day of superior minds, men that have talents and yet they are in the lower walks of life. They belong to that great army, the army of men following in life that for which they have no love, no especial fitness—turn or talent if you prefer to term it by either of these words. They are drones, hopeless drones and why? Because they have been forced to pursue in life what they were never intended to pursue. Parents determined for them what was to be their life work, their natural inclinations were not considered. It is a case too often encountered where nature seemed to propose and parents to dispose. A tree is planted in a soil in which it does not thrive and surprise is expressed that it bears no fruit.

A NORMAL COURSE IN PLAY

HENRY S. CURTIS,

Secretary of the Normal Course Committee.



THIS is the title under which the committee of the Playground Association of America, which has been working on this subject for the last two years, makes its report. The report covers some two hundred pages of the August proceedings of the association and embraces seven syllabi. These syllabi treat of "Child Nature," "The Nature and Function of Play," "Social Conditions of the Neighborhood," "Hygiene and First Aid," "The Playground Movement," "The Practical Conduct of Playgrounds," and

"The Organization and Administration of Playgrounds."

This is probably the most ambitious attempt at the organization of play material since Froebel. The courses are built on essentially Froebellian lines, in this much at least: What is offered is a real system of education. It is training for the whole individual, physical, social, industrial, and moral. It can scarcely be said that one side of the complex nature of the child is emphasized more than another, but if there is any bias of emphasis it is undoubtedly toward the social and moral side.

The playground movement has been waiting for the last twenty-five years for some organization of its material that would make its aims more apparent and its methods more scientific. It is too early to say that this has been done by this new report, but at any rate a beginning has been made out of which a standard course, which will meet with general approval, should ultimately grow.

Why did Froebel drop his work when he had organized the play of little children? Is there any reason why he should not have gone on with the same sort of training through the elementary and high school? I certainly see no reason why the small children should be set off by themselves, although the children below six needed training in physical exercises, in constructive industry, in social amenities, etc., but the children who are more than six need only the training of the intellect. Why did not Froebel make the kindergarten include the high school? Is there not every reason for thinking that in failing to do this he left his work incomplete, and that it behooves his disciples upon whom his mantle has fallen to take up his work and carry it on to its natural completion?

It is altogether too much to say that the new Normal Course has done this. The play movement is waiting on tiptoes for the new Froebel with the breadth of view and constructive imagination who shall be able to accomplish this great task. Perhaps the Germans in the curriculum of games that they have introduced into their elementary schools have come nearer to carrying the torch of the great master than has the American committee. But whatever may be said in praise or criticism of the work done, it cannot be denied that the committee has accumulated a great body of material.

ial, which can not well be disregarded hereafter in any system of education; by kindergartners, least of all.

There is great need that the kindergartners keep in closer touch with the playground movement than they have in the past, both for the sake of the movement itself and for the sake of their own training. There are a very large number who are already employed in the various playgrounds of our cities, and this number is likely to increase in the near future. The number of cities in this country maintaining playgrounds doubled last year. The increase in cities maintaining kindergartens was very not nearly so great as this. If the present rate of growth keeps on for a year or two longer, the number of positions for kindergartners in the playgrounds may be greater than the number of positions in the kindergartens themselves.

Some Philistines or better radicals may be so bold as to say that just as the original kindergarten was a garden, and just as the children wandered about the fields and played in the open air, so in the circle of progress the kindergarten is to return to the open air, and its future home is to be the playground. Practically all the kindergarten work is already being done in many of our city playgrounds. It may not be easy to do the brush work and the drawing, but it is certainly easy to do nearly all the rest of it there.

If in distant times it should become the policy of cities to have the kindergartens in the playgrounds, what is likely to be the result? Undoubtedly the kindergarten work will tend to become less formal. It will be impossible to limit games and activities to children under five or six. It will be less intense and more active. What is likely to be the effect on the popular attitude toward it? Are there not some who will feel that the kindergarten conduces to restraint and consequent nervousness; that the small children should be out in the open air as much of the day as possible, and that they should have every incentive to a free and active life? Are there not far more believers in play in this country than there are believers in kindergarten play? Would not the putting of the kindergarten into the playground for all pleasant weather greatly increase its popularity with parents and promote its rapid spread to cities and schools not now furnished with kindergar-

tens? It is a question of course, but I am inclined to this belief.

Our present theory of hygiene has fresh air for its cornerstone. The tendency now is to sleep out of doors, live out of doors, and work and play out of doors as much as possible. There is going to be strong pressure from our medical friends to move everything into the open air that can be carried on there satisfactorily. The kindergarten is likely to be one of the first departments of school work to feel this pressure.

There are two facts about our present system of education that are getting pretty well impressed upon our consciousness: one is, that there is far too much sickness and physical weakness of the children, and the second is, that our system of education is preparing neither for a life of effective industry, for good fellowship in society, nor for good citizenship in the state. It is apparently trying to make us all scholars, yet very few of us ever become or ever ought to be scholars.

The number of schools where the experiment of having half a day in school and half a day for play or work has been tried is now large. So far as I know, it has been found in all of them that the children made as great and often greater progress in their studies on half a day than they did on a whole day, provided the teachers did not have to do double service. Whatever this may signify in a causal way, it certainly means that where a whole day of schooling is given to the elementary children, that half of the time is thrown away in the first place, but more important than this, it means that the child has been trained in habits of inefficiency by being set to do a task in two hours that under better conditions he might have done in one. It means we are making the school irksome to the children by its long hours of enforced quiet, where it might have been a real pleasure for a shorter time. It means also that we have robbed them of the joy and strength and health that they might have gained in vigorous play during these hours.

In tests that were made in England last year, it was found that at the age of twelve the children who had entered the schools at four were, on an average, behind the children who had entered at five, that the children who had entered at five were behind the children who had entered at six.

and of all the children tested, the greatest progress had been made by the children who had entered the school at seven years of age. In Scotland it was carried still one step farther and the very best records were obtained from the children who had entered the school at eight years of age.

If these facts come to be generally accepted and appreciated, they should naturally result in dropping at least one-half of the school day for the primary pupils. The parents are going to insist still that the school take care of the children in all probability, and hence we should expect to see in the near future a great increase in demand for the playground kindergartner, for this certainly seems the logical place for these children to go.

Unless all of my reasoning and facts have been much mistaken, the playgrounds are going to make larger and larger demands upon the kindergartners, and the training schools should endeavor to keep in closer touch with the movement than they have thus far. They ought to make immediate use of parts of the new Normal Course in Play.

FOR MOTHERS AND MOTHERS' MEETINGS

A young mother recently wrote me asking how to begin kindergarten work at home. Perhaps the personal reply may appeal to other mothers.

Dear Young Mother:

You have asked me a harder question than you think, but I will see what I can do to answer it.

First and foremost a good friend of mine, an able mother and kindergartner too, in Chicago, has conducted a correspondence class with mothers for several years. It is an extension course connected with Chicago University, so if you or your friend are in dead earnest for the best, I believe you could do no better than to join it. Address Mrs. Alice H. Putnam, 5515 Woodlawn Ave., Chicago.

The first book I recommend to a young mother of intelligence is "Biography of a Baby," by Millicent Shinn, published by Houghton, Mifflin Co. It enables one to realize what wonderful things have to be accomplished and how gradually it all comes about in the brain of a one year old child.

The mechanical side of the kindergarten

has been over exploited. There is no special virtue in the balls and blocks, although they are good playthings. The important point is the attitude of mind of the parent toward the child. It should be a playful one, and yet always with a little point in mind. This idea is best presented by Froebel in his book entitled "The Education of Man." (Second chapter). I advise you to read the second and third chapters, especially the paragraphs on play. The first chapter is beyond most folk, so avoid it at first.

Froebel's Mother Play is very good in parts, especially the commentaries on The Weather Vane, Grass Mowing, Beckon to the Pigeons, The Bird's Nest, The Carpenter, The Barnyard, The Little Gardener. You see these almost all deal with simple natural objects that attract a child. Also read "The Little Artist" and draw for your child as soon as he will watch you.

The mother should repeat many little rhymes. In some respects Mother Goose Rhymes are best. Froebel's are a little too serious and yet both are good.

"Finger-plays," by Emilie Poulsson and "Father-plays" by the same author, both published by Milton Bradley Co., are more modern and very suggestive. They are used in kindergartens but they are really better for the home or should be begun there.

A very great deal of the let alone policy is good through the first year, but baby is a social being and must hear a great deal of the human voice. Rhymes and simple songs are a good beginning of literature. Here endeth the first lesson.

Your friend. J. B. M.

The Savannah Kindergarten Club have issued a very interesting program of their sixth year's work, 1909-1910.

The general topic is "Children's Literature." The calendar with subjects may prove suggestive to those who are following up this important topic which was so ably presented at the Buffalo meeting of the I. K. U. by Mr. Percival Chubb and Dr. John Angus MacVannel.

Oct. 13—Stories and poems. Poetry.
Nov. 10—Myths, Folk-lore, Legends, Fables.
Dec. 8—Fairy tales.
Jan. 12—Humor and Nonsense.
Feb. 9—Nature Stories and Allied Literature.
Mar. 9—Hero Stories.
Apr. 13—Bible Stories.
May 11—Realistic Stories and Tales of Adventure.

Miss Hortense M. Orcutt, supervisor of the Kate Baldwin Kindergarten Association, presents the paper on "Humor and Consensus." We hope to find its echo in these columns. Will some Savannah kindergarten report it for us?

The circular quotes Edward Howard Higgs on humor as follows:

"One is tempted to say that it is impossible to have a moral life without a sense of humor!"

"Except wide experience, I know no channel through which ethical good taste, the sense of moral proportion, can be so well cultivated as through wide and appreciative contact with all phases of human life, as these are portrayed in the world's great literature."

"The time has come, the walrus said,

To talk of many things:

Of shoes and ships and sealing-wax

And cabbages and kings."

—Lewis Carroll.

Under the subject "Nature Stories and Fictitious Literature," the following choice quotations are given:

"Now these are the laws of the jungle,

And many and mighty are they;

But the head and the hoof of the law,

And the haunch and the hump is—Obey!"

—Kipling.

"Life is sweet, brother. There's day and night, there, both sweet things; sun, moon and stars, sweet things; there's likewise a wind on the earth."—Lavengre.

We congratulate the Savannah Kindergarten Club, and especially its program committee: Clara B. Vaughn, Carrie Belle Benson, Theresa Gehg. President, Martha Waring.

SHOES FROM THE INDIAN STORIES TOLD IN CONNECTION WITH THE HUDSON-FULTON CELEBRATION

Miss Elsie Clark presented recently at one of the group meetings in Manhattan, a number of valuable suggestions on sense training based upon stories of Indian boys and girls.

Indian boys learned to imitate the sounds of animals so that they could call animals just as animals call to each other. What animals can we imitate?

We do not live in the woods but we can hear many sounds in our street. Let us listen now and tell what we can hear.

Miss Clark planned a simple tapping exercise based upon the story of the Indian boy who knew the wood-pecker.

Children tapped here and there while teachers with closed eyes tried to locate the tapping and in the room.

Sharp Eye was an Indian boy who could

see the birds far up in the trees, but Quick Ear was the one to find them by their sounds.

Once a little Indian girl, whose name was Sit-ka-la, saw her shadow running after her. She said, "I will run faster and get away from that little girl who is chasing me." She ran, and she ran but her shadow kept right up with her.

Another day Sit-ka-la saw her shadow in front of her and she said, "I will catch you," but she could not, for the little girl on the ground ran just as fast as she did. Then Sit-ka-la grew angry and stamped her foot on her shadow. Then she thought that was foolish. Once she asked another little Indian girl if she ever tried to catch her shadow but the little girl said "No." Then Sit-ka-la gave it up and soon forgot even to watch her shadow running along with her.

NOTE—This little story is adapted from "The Biography of an Indian Girl," Atlantic Monthly, January, February, March, 1900. This biography is a very valuable child study.—J. B. M.

My Dear Miss M:

We had our first trip to the Hudson on Wednesday. I am positive you want to read about it. I selected some very shy children this time. We went at one o'clock. There are many advantages when the entire class go together, but I like our "group method;" the children become acquainted with each other; it gives me a splendid opportunity to get very close to their thoughts, and it is really individual teaching.

We passed many interesting places which will serve as material during the year—an engine house, blacksmith shop, church with a bell in the steeple, several old-fashioned gardens where we stopped to look for ailanthus caterpillars (like those which have already spun in our terrarium), a small farm where tomatoes and corn were growing and a peach tree. We saw boards, meat and hay being unloaded from the freight trains, and bricks and coal from the boats. But that which made the deepest impression was the "Coney Island Boat" which we watched as it approached and docked at the pier.

Our next trip will be to the museum, and I think we will enjoy it as much as we did this one. Two of the children on this trip were in kindergarten last term and rarely ever spoke or joined in the play unless

coaxed to do so, but on Wednesday they voluntarily told me all about their vacations. I feel that a great gain, even if nothing more had been accomplished.

The meeting yesterday was just full of inspiration.

Cordially yours,

H. B.

THANKSGIVING

(An Exercise for the Whole School.)

Leader:—Have you cut the wheat in the glowing fields,

The barley, the oats and the rye,
The golden corn and the pearly rice?
For the winter days are nigh.

School:—We have reaped them all from shore to shore,—

And the grain is safe on the threshing floor.

Leader:—Have you gathered the berries from the vine,

And the fruit from the orchard trees?
The dew and the scent from the roses
and thyme,

In the hives of the honey-bees?

School:—The peach and the plum and the apple
are ours,

And the honey-comb from the scented flowers.

Leader:—The wealth of the snowy cotton-field,
And the gift of the sugar cane.

The savory herb and the nourishing root—

There has nothing been given in vain.

School:—We have gathered the harvest from shore to shore,

And the measure is full and brimming o'er.

All:—Then lift up the head with a song!

And lift up the hand with a gift!

To the ancient Giver of all

The spirit in gratitude lift!

For the joy and the promise of spring,

For the hay and the clover sweet,

The barley, the rye and the oats,

The rice and the corn and the wheat,

The cotton and sugar and fruit,

The flowers and the fine honey-comb,

Our country, so fair and so free,

The blessings and glory of home.

—School Education.

HURRAH FOR THANKSGIVING

Tune: "When Johnny Comes Marching Home"

Thanksgiving Day is here once more, Hurrah!
Hurrah!

Of fruits and grains we have a store, Hurrah!
Hurrah!

We come from the north, we come so gay;
We come from the south, on this bright day,
For we all will greet Thanksgiving Day again.

We bring you pumpkins big and fair. Hurrah!
Hurrah!

And turkeys good and chickens rare, Hurrah!
Hurrah!

And pies and cakes, all crisp and sweet,
And apples red, so good to eat,
For we all will greet Thanksgiving Day again.

All good gifts around us
Are sent from heaven above.

Then thank our Father,

Thank our Father,

For His love.

—Selected.

STORIES AND HOW TO USE THEM

BY RICHARD THOMAS WYCHE

President, National Story Tellers' League
Article Number Two

When our forefathers grappled with theological problems and made dogmatic statements as to their faith, such as we find in some of our catechisms, they had in mind the church and theological controversies, and not the child and his needs. The truth that they had suffered and died for was contained in the catechisms, their articles of faith, therefore he who committed to memory the catechism had the truth. But in that reasoning they made a fatal mistake. To make children memorize these dogmatic statements expecting them to grow religiously or morally thereby, would be like feeding them on bone meal, expecting therefrom an increase in the bony tissue of the body. The lime that the body needs is there, but not in an assimilative form. Nor is there truth for the child in dry-bone statements of religion. If the child asks for bread will you give him a stone? That is what we do when we make him memorize theological statements, the language and thought both of which are beyond him.

The writer recalls two teachers and two methods of religious instruction in his childhood. One who taught him the catechism and one who told him Bible stories. The catechism bored and wearied him, and so far as he can see today was time wasted, while the stories charmed and uplifted, and remain even today a pleasant memory. This is not arguing that the child should not memorize some things. There are many selections from Scripture and other sources that he can memorize both with great pleasure and profit to himself.

"The Lord is my Shepherd, I shall not want,
He maketh me to lie down in green pastures,
He leadeth me beside the still waters,"

is full of beautiful imagery that appeals to the child. But theological definitions of sin, justification and the like, have neither feeling nor imagery and make no appeal to the child. The child is interested in the deed of man and not in his doctrines. Tell him connectedly the life-story of Moses, Buddha, Jesus, St. Augustine, Luther or Wesley, and you have given him the spirit and life of the great religious leaders and the institutions which grew out of their work. No catechism could do that. Gladly he would hear the life story of a great religious

ro and teacher, but his doctrines do not interest him now. Give him the life story now, and when he has reached later the philosophic period he will himself raise the theological and philosophical questions, and knowing the lives of the great religious leaders he will have the historical background whereon to build his faith. Anyone can take a catechism and have a class memorize and repeat the answers, but it takes a teacher to so read the Bible that he can tell in a creative way the story of its great heroes. That is what we must do if we base our methods on true psychology. And the story should be studied connectedly to the close and not by piecemeal, beginning as some do with one character and before the life-story is done dropping him and skipping to another, in order to conform to a certain doctrinal theme which may interest the adult but not the child. That method may account for the fact that Bible heroes have not always been as popular with children as some others. If the story of Ulysses and Hiawatha were taught in a similar way they would lose much of their charm and interest for the child.

The day school in its literature courses is incidentally giving the child a comparative course in religion, greatly to the advantage of the Sunday School worker. In Hiawatha we have an Indian Messiah who worshipped the Great Spirit, and prayed and fasted for his people. In the Norse we have the worship of Odin, and Balder, the God of Light, Gladsheim and the Life Beyond the Grave. In the Greek we have the gods in their relations to man, the upper and lower world, immortality, rewards and punishments. Saint George was a protector of the faith, while King Arthur had heaped upon him the attributes of a divinity, until his life-story reminds one of the Christ story.

The heroism and prowess in these stories is the main point of interest to the child, but none the less does the religious life of the race come out; and to have religion associated with physical strength as well as moral heroism is an advantage. And none the less are we giving him the great truths that are common to all religions, making him tolerant and charitable, and teaching him that religion is as broad as life itself and that it is natural for every human heart to go in quest of the Eternal. With this broad outlook we can then better help our

young people interpret the old truths in terms of modern thought and contribute much toward that larger religious life and thought which must inevitably come.

The work of story-telling covers a much larger field than the school. It does not matter whether we are kindergartners, teachers or preachers, every adult owes to the rising generation of children something of the culture that has been given to him. The "Tell me a story" on the part of the child is his cry for spiritual food, and to hear stories from the great story-books of the world is, as Dr. G. Stanley Hall says, "one of the most inalienable rights of children." There is no better place in all the world for telling a story than in the home, that institution which is greater and more important than all other institutions combined.

It is in the home that we come into the sweetest and divinest relations with children and with one another. It is here that we find the best conditions for a play of those subtle and delicate psychic influences which enter into the story, making it both a perfect art and an inspiration to a noble and beautiful character. There are many homes that cannot afford libraries and the rich adornments of art, but no home is so humble that parents cannot gather the children around the fireside on a winter's evening or about the doorsteps in the twilight of a summer's day and tell them stories. A simple fireside is a greater stimulant to the creative imagination than the wealth of a palace.

To enter thus into the child's world and into the jovous companionship of children is one of the highest privileges of parent and teacher. He who fails in this does not form the deepest and most lasting ties with the child, and he also robs himself of one of the greatest sources of perennial youth.

MYTHS AS A SOURCE OF STORY MATERIAL*

BY EZRA ALLEN

School of Pedagogy, Philadelphia, Pa.

The love of stories and the faculty of story-telling are two of the soul's oldest inheritances. Before the time of written language all peoples had their professional story-tellers, who gathered the children about them and recited the lore of their

*From the Story Hour.

tribes, and this custom is still maintained by primitive races. The name myth is given to the most representative of these tales. To a certain extent they embody the primitive ideas of all natural phenomena: the seasonal changes; the daily motion of the sun; the formation of the earth; the source of winds; the origin of certain food materials, such as the Monnomini story in Hiawatha and How Flax was Given to Man; the tales of mighty hunters and racial heroes such as the Greek Ulysses, the Roman Romulus and Remus, and Balder, the Good; the origin of plants and animals, the last group containing the so-called *pourquoi* myths, which explain how the robin got his red breast, why the peacock's tail has a hundred eyes, how the water lily came to dwell among men, with many more of kindred character. This is the sort of mental pabulum upon which the primitive child fed, thrived and came to full development, early feeling reverence for the common things about him and drinking in a deep longing to do heroic deeds.

The child of civilization finds in these stories a source of never-ending interest, listening with the greatest sympathy and keenest appreciation to their recital. For the child-mind is ever the same, full of questioning about its surroundings and only half satisfied with the plain, matter-of-fact scientific explanations of our wise times. Children are themselves myth-makers, building up from stray suggestions of poetical interpretations of nature, as well as undoubtedly from their own fancyings in the presence of these phenomena, explanations which have a striking resemblance to the ancient ideas embodied in myths. For the imaginative is the real world of the child. Things are to him what they seem, and he is fancy-free to watch the swift loom of imagination weave beautiful, grotesque or fearsome patterns. Some very interesting material along this line has been gathered by genetic psychologists.

Among reasons why children should thus enjoy and even prefer this type of story may be suggested the following: It is usually full of action; it moves rapidly and in a simple fashion—Mercury has wings that he may go unhindered. The element of adventure predominates, while the objects dealt with are more or less familiar to the child and often personified, thereby fitting into his own habit of thought—that

the squirrel told its secrets to Hiawatha in words is no offense. Furthermore there is a charming lack of detail; so much is taken for granted—the dragons and the Gorgon lived a long way off—no matter where—"a long way off" is sufficient. There is no anachronism in Hercules' getting out of his cradle alone and driving away the cows.

The question arises as to when we may make use of the myth in the child's development. The writer has made an introductory study into this problem, the full results of which are recorded in the *Pedagogical Seminary*, Vol. VIII, No. 2. A brief resume is suggestive. The interest in myth is very strong in the third grade, gradually lessening as we pass on upward, with a possible slight return in the eighth. The children furnishing these results had used myths as part of their work in English, and when asked to name the stories that they liked best, gave answers which, when tabulated, furnish the interest curve noted above. The kindergarten and primary teachers were unanimous in the opinion that this type of story found a ready hearing with their pupils also.

It is noticeable that the Germans are recognizing this taste in children, their best reading books devoting large space to myth. One series (Hopf und Paulsiek) prints 575 of mythic character in a total of 1489 selections. It would seem that we might make use of some of this material, letting it replace some of the matter in our reading books that is either trash or not adapted to the development of the mind at the period when it is used. These stories have stood the test of generations of telling. Nor can we fail to approve of their content, for myth is the mother of religion, philosophy, science, nature-study, morals, art, history, geography, poetry; she is also laden with high ideals, filial love and patriotic sentiment, worship and love for the beautiful in nature and the heroic in conduct. Myth also reveals a new meaning for many of our holidays and customs. Christmas is a Christian adoption of the old Teutonic feast celebrating the sun's turning northward. The giving of presents accompanied the same feast. The Christmas tree comes from the ancient belief that certain trees bloom and bear fruit on the holy night. The Easter egg is probably a relic of an old Arvan creation myth. May-day comes from the old feast solomenizing the

coming summer. Harvest-home marks the time when the first frost began to appear in the highland pastures, and the witches were supposed to kill the grass. Furthermore no better material can be found for cultivating the imagination and aesthetic judgment. Unless awakened and fed upon assimilable food, the imagination (always working under the same laws, whether employing crude early fancies or the finest of mature poetic subtleties) will remain wholly dormant or assume only infantile proportions. It is capable of early activity and nothing arouses and vivifies it as the story. A prime requisite is, of course, that the story material must be in line with the child's perception. This requisite is found in myth. With the mythopoetic faculty awakened, natural objects have a new meaning, and the child weaves his own fancies about the clouds, sun, moon, winds, flowers, etc. They become objects of active thought, producing a mental life in which he can dwell and by which he enlarges his soul.

The following books will be helpful to teachers and parents alike: Gayley, *Classics Myths in English Literature*; Guerber, *Myths of Northern Lands*; Ellen Russell Emerson, *Indian Myths*; Hawthorne's *Vonder Book*; Hiawatha; Cooke's *Nature Myths and Stories*; Florence Holbrook's *Nature Myths and other works*.

The last two authors have adapted the stories to children. The above list does not exhaust the list of excellent books by any means. Appended to the article on Myth in *The Pedagogical Seminar*, to which reference has already been made, is a quite extensive bibliography, including D'Ooge's *Classification of Classic Myths* and Emily Rice's selections for the different grades.

FIFTY PLAYS AND GAMES

For First and Second Grades With a Discussion of Their Uses

WE know that the period of childhood is one of great motor activity. Of the many instincts of the child probably the most important is that of motor activity. This instinct seeks to express itself in many ways. Some of these ways are shown in the child's restlessness, his desire for play or for some kind of activity, both mental and physical.

The instinct for play has manifested itself through all past generations, even reaching back to our prehuman ancestors. So when we give the child opportunity to develop this instinct, we are providing for the development of a natural inheritance. We know some instincts are transient and will disappear if not developed. The play instinct is one of these, but if proper attention is given to the best development it will give rise to permanent habits and actions, something that will make the child better. Since it is our duty to give the child the best possible means for his betterment, we should make his environment such as would give him the best chance for the intelligent development and control of the child's power through this instinct.

In giving games to the child we not only give him something to utilize this surplus motor activity, but we give him joy; for it is in the game that the child is natural and can exercise his freedom. Besides these we are giving him training in attention, sense perception and rhythm. In the singing and dancing games he is developing an ease and lightness of movement that gives grace and poise.

In addition to these points, we should look for the little acts of courtesy which may seem trivial at times, but which are always noticeable, especially in young children. Through the games the child has opportunity continually for performing some little act of courtesy or showing some respect for others.

While free or spontaneous play does much in developing many tendencies, capacities, and habits of action, under one highly artificial system of life, many are also neglected. This neglect can only be overcome by directed plays and games, where they are undirected. This, of course, may be through mere accident or thoughtlessness on the part of the children, or, it may be through childish selfishness, that some are overlooked and made to feel that they were really not in the game and the joy of playing is gone for them. In the directed games it should be the object of the teacher or director to see that every child participates and that no selfishness or neglect is shown.

The directed game tends to make the players attentive because they must listen carefully to the directors, for without fully understanding the game it cannot be played

well. On the other side, the directed play should not be such that the children have no opportunity to work out their own ideas as to the manner of playing, for if there is too much direction, the game becomes something mechanical rather than pleasurable and the interest diminishes.

The child loves to play in the game because of his interest in the play, and because he is coming in direct contact with other children and is free and unconstrained. He looks forward to the games in the school room because they give him rest from his work. When the children begin to be restless in school, caused from sitting too long with their work, the wise teacher will take a few moments for rest. Nothing is better to revive the children and put them in an agreeable frame of mind to go with their work than a good, fair game, and it takes only a few minutes. In selecting the games following, I have been governed largely by two controlling factors: Games have been chosen in which all children actively participate: those which require but little time and brief direction. The games are classified under five headings:

1. Singing and Dancing Games.
2. Number Games.
3. Spontaneous Activity, Skill, Memory and Self Control.
4. Games for Observation and Sense Perception.
5. Games for Imagination, Attention, and Memory.

In giving the children singing and dancing games, we develop rhythmic expression, grace, courtesy, and lightness of movement.

The games for number are given to fix the number facts and relationship and to develop rapidity and accuracy in their use. At the same time the child is given some form of pleasurable activity, both mental and physical.

The games which call forth spontaneous activity, skill, memory and self control are those which all children enjoy, for here is excitement and enough competition to interest all. Although self control is listed under this classification, it is really manifested through all the games.

The games for observation and sense perception keep the children alert, train the sensory organs and involve a very playful use of the mental powers. Games for imagination, attention and memory are

classified under a special heading, although some points overlap. Attention and memory are called forth in all of the games in some measures. The games for imagination are given in order that the imagination, which is highly plastic at this age, may have opportunity for wise development and direction.

In summarizing the foregoing, it will be seen that the value of plays and games has been thought of from two standpoints, the Psychological and Sociological.

Psychologically, their value lies in the development of the spirit of fairness, appreciation of leadership, the needs of subordination, the co-operative work among the children and due respect for the rights and privileges of others.

Such a study as this necessarily requires the co-operation of many. I here take the opportunity to thank those primary teachers of physical culture in nearly one hundred of the city schools of this country who so generously aided me in the collection of several hundred games from which a large list of selections was made.

THE CASTLE OF HAPPINESS

BY MARY CALLUM WILEY

It was early one summer day when a little boy started out for the Castle of Happiness. He left the city with its noise and throngs and went into the woods where the birds were singing, and the flowers were growing by the wayside and the little brooks were dancing and gurgling in the sunlight.

"Surely," said the boy, "this is the road to the Castle of Happiness," and he went on his way whistling a merry tune.

By and by he met an old man, wrinkle and gray, and he stopped to have a word with him.

"Old man," he said, "can you tell me the road that leads to the Castle of Happiness?"

"That I can," said the old man, and he gave the boy a keen look out of his bright eyes, "you just follow me and I'll lead you straight to the Castle you are seeking."

"Oh, thank you," said the boy. He didn't know it was the Giant Selfishness he had met. "How nice it will be to have a companion all the long way."

Just then he spied a little bird fluttering

on the ground. He quickly stooped and picked it up.

"Poor birdie," he said, and he stroked it with gentle hand while he looked around for the nest. But the old man was impatiently calling him.

"Come, boy," he said, "you've no time to waste on the way."

"But the bird is hurt," said the boy, "and is crying for the mother bird in the nest."

"What is that to you?" said the old man. "If you wish me to lead you to the Castle of Happiness you must follow as I say."

The boy slowly followed the old man. Somehow the way was not as pleasant as it had promised to be in the early morning.

The sun was now beating with its mid-day heat, and the boy saw that the flowers were drooping and dying by the wayside.

"Poor flowers," he said, "I must shield you from the hot sun," and he began breaking boughs from the green trees and spreading them over the plants. But old Selfishness interfered.

"If you stop to shield all the flowers on the roadside," he said, "you'll never reach your journey's end."

"But the flowers are dying," said the boy.

"That's nothing to you," said old Selfishness.

A little dog lay panting on the burning sands. The boy would have turned aside to fetch it a drink from the cooling spring, but Selfishness forbade.

A little child wandered out on the hillside. The boy ran to care for it, but Selfishness called him back.

"Come," said old Selfishness, "you've got enough to do to take care of yourself."

"That's true," said the boy, and he left the little wanderer behind.

Old Selfishness smiled to himself. He saw that he was getting a hold on the boy. But he was too smart to let the boy even suspect it.

"I have found," he said smoothly, "that the people who get along best are the ones who look out for themselves. Those who are always stopping to help others on the Road to Happiness never get there themselves."

"Oh!" said the boy, and he drew closer to Giant Selfishness and for the rest of the journey he kept right beside him.

At length, the Giant brought him to a Mighty Castle.

"Behold," he said, "the Castle you are

seeking," and he opened a door and gently pushed his companion within.

"Nay, nay," he said, when the boy would have had him enter, too. "I've no time to loiter in Happiness. I must keep on the road that I may lead others to it, as I have led you." Then he turned the great key, and alas too late, the boy found it was to no Castle of Happiness he had been brought, but to a prison, the Prison of Selfishness.

"The longer one stays here," whispered a friendly voice to him one day, "the harder it is for him to get away, for the bonds which Selfishness put on harden as time goes by."

"Then I'll strike off these bonds while I may," said the boy, and he rose up in his might and tore them from him. Then he quickly fled to the Highway and when once more upon the broad, white path of Freedom he resolved that never again would he be led astray.

But no sooner did he meet with the Maiden Mirth, and her sister Pleasure than he followed hard after them. Far from the Path of Duty, he wandered with them, on into pleasant by-paths; but when at length they brought him to a Castle, he found it was not the true Castle of Happiness.

Then again he fled to Freedom's way. But the long summer days were now over, and the winds were blowing, and the roads were rugged and lone, and only pale Sorrow glided silently before him.

"Alas! Alas!" he said. "Is there no one to show me the true road to Happiness?" and in misery and despair he sank down.

Then Loving-Kindness came swiftly to his aid.

"Follow me," she said, "and I will lead you straight to the Castle of Happiness."

The boy looked up into her face, bright with the light from Heaven.

"I will follow you," he said simply and he crept close to her side. Then it was, his eyes were opened, and he saw out in the bleak woods, an old woman gathering brushwood.

"Let me help you," he cried and he ran and piled up the brushwood in her cabin.

A lamb was bleating on the hillside. He folded it snug and warm beneath his jacket and carried it safely back to the shepherd.

Hungry birds came pecking in the snow. He crumbled his last biscuit and fed it to them.

The night was now coming on. It was

bitter and cold and the boy was anxious to reach his journey's end.

He was hastening on his way when the light suddenly streamed from a cottage door and a Mother rushed out crying:

"My child! My little one! Have you seen him?"

"No," said the boy. "But I will find him for you," and forgetting his hunger and cold, he turned aside to search for the little one.

Far and wide he searched. But at last he found him.

"God bless you," cried the Mother as she folded her babe safe on her bosom. She looked into the boy's face—A light suddenly burst upon him—

"Mother! Mother!" he cried, and he sprang to her arms. "Your boy has come back from his wanderings—Home, after all, is the true Castle of Happiness."

ETHICAL LESSONS FROM FROEBEL'S MOTHER PLAY

BY BERTHA JOHNSTON

In lieu of the quaint pictures which should accompany this series of commentaries upon Froebel's Mother Plays, we will give a brief description of each, suggesting that the teachers purchase the enlarged pictures from kindergarten supply firms.

The plate of the "grass mowing" play comprises several distinct scenes. At the bottom we see Peter wielding the scythe (an unfamiliar implement to many children). Nearby stands a little boy imitating his motions with an improvised scythe made of a branch of a tree. In the distance is seen a load of hay followed by a little girl. At the left sits a little boy beneath a scraggly tree; at the right a demure little girl rests beneath a tree from whose top grow leafy branches. The boy and girl are making dandelion chains that form the rude framing in the entire plate.

Above this meadow picture are two smaller divisions, each of which is again sub-divided. That on the left depicts a child standing on a table; the mother's fingers grasp his as she swings his arms with the movement of mowing. Above this we see the pitcher and bowl of milk.

The picture on the right shows Nellie milking the cow, and above this we see her churning.

At the middle of the upper part of the plate are shown the baby's fingers grasping mother's in imitation of the handles of the scythe as described below. The translation follows:

GRASS-MOWING

(An Arm Exercise.)

O Mother, with thy little one, still living day by day,
Conscious of life's deep unity may'st thou abide
alway—
For knowing how close related are every life and deed
Thou then can'st use all work and play for sowing
of this seed.
The grass-mowing picture will help you to see
How each baby-play educative may be.

Peter, to the meadow go,
Quick, the sweet fresh grass to mow—
Bring it home, the horse so strong
Pulls the wagon-load along—
Then the cow the hay will eat
Thanking us with milk so sweet.
Nell, please milk the cow and churn
That some milk to butter turn:
Milk and butter, rolls and bread—
Oh, how well our baby's fed.

Peter, to the meadow go,
Quick, the sweet fresh grass to mow—
Thanks for mowing, swift and sure,
Thanks, good cow, for milk so pure,
Thanks to Nell, who milked and churned,
Baker, too, our thanks has earned.
Mother, too, the food who cooks,
Baby thanks with loving looks.

Both arms of your child rest in a horizontal position, parallel to each other, with the forearm stretched forward a little. The tiny hands rest so, that the back being uppermost, the fingers are bent down into your hands which are held in a corresponding position, but with the back of the hands facing downward and the fingers curving up. This position lends itself to a movement resembling that of grass-mowing; one which develops especially the upper arm and the erect carriage of the child.

O mother! you who are so concerned for the weal, the highest welfare of your child, many objects often seem to stand separated and apart and to have fixed limits, but nothing is more detrimental, more injurious to the education of the heart and the nurture of the mind and soul that to regard such as intrinsically unrelated and cut off from the perfect circle of life.

O, may you, in your solicitude, early guard your child against that mistake. May you be instructed through childish plays such as these.

Although we must often say to the child who complains: "Mother, I am hungry," "Go to the cook and ask her for some

bread," or "You have a penny, go buy yourself a roll," yet we should not confine ourselves to this but should as early in life and as often as possible make the child aware of the succession of processes which must be passed through and the conditions which must be fulfilled before one may say briefly "Go to so and so and get some bread" or what not.

A judicious selection, arrangement and comparison of beautiful pictures representing the life of farm and garden, of trade and industry connected with short, simple, descriptive stories from real life will effect this, as, no doubt, you have already proved, and which we will together carry out by running through a selection of pictures. It will now be easy for you, with pictures at hand and guided by song, to so lead your child (who asks you the meaning of the picture) that he will want to thank not only his mother, Peter, the cow, Nellie and the baker for his bread and milk, but above all, the Giver and Preserver of all life, the Father of all being through Whose command, the earth, under the influence of dew and rain, sunshine and shadow, winter and summer, brings forth grass and herb for the sustenance of the cattle and through them (and often through them alone) for man.

Your child will readily understand you and will understand so much the better, if you allow him, even if only imitatively, like the boy in the picture, to participate in the activities which his elders pursue in order to provide for the maintenance of life; particularly if you have him tend his own garden, and harvest for himself the fruits of his toil, and thus perceive for himself the influence of sun, dew and rain and the eternal laws established by God in nature.

Though it is now as little possible for him to follow and fill out completely the links in the chain of life, as it has been thus far for the two children sitting below in the corners to join their milk-yielding dandelion-chains, it will be just as little possible for him to doubt his future success as for the industrious boy and the thoughtful little maiden to doubt that through quiet, progressive development, the links of life's chain will be united in beauty to their satisfaction. "But," says the tree on the left to the boy seated beneath, speaking to him and to all educators through its external

appearance—"take care that you graft nothing ignoble, low, false, or erroneous upon stock originally good, or from it will grow a shrunk, scraggy shoot which will bring forth only bitter, sour fruit, unfit for use or pleasure.

"Take care," says the tree upon the right, to the maiden seated upon its base, through its external aspect, to her and to all educators. "Take care that you do not injure the summit, the apex, the impulses of life, or break, through ignorance or imprudence, that which is the crown of your children, growing from the Tree of Life—else wood and leaves only will reward you—no blossoms, and still less, any fruit."

Now, mother, you can understand why both the children sit so absorbed beneath the trees. May the important truths which they express to them never be repeated in their hearts as personal experience. May you never have to fear anything of that kind for your children. Happy boy that mows so lustily, and sturdy little girl who follows so gaily the haywagon, that is certainly not the case with you!

SUPPLEMENTARY REMARKS

We plow and plant and weed,
Then the sun and the dew,
With raindrops a few,
Helps one little seed
To grow into two.

Some chop the trees with might and main,
Then others will saw them and smoothly plane,
The wagoner makes them into a wain
To help the farmer store hay and grain
Hoisted aloft with pitchfork and crane
And carried to town on the long freight train.

PHYSICAL NURTURE

The physical exercise suggested described by Froebel is one available in the class room and it may be supplemented by others suggested by farm life and which have been handed down in the traditional games like "Would you know how does the farmer?" This particular game may be further extended by pitching hay on the load and imitating other haying activities. The motions of churning and of stirring or kneading the dough which is to be made into baby's rolls may be utilized. The old ring game of "Oats, peas, beans" may be used with a few verbal changes as follows:

"How oats, peas, beans and barley grows
'Tis you nor I nor nobody knows (Repeat)
Thus the farmer sows his seed
Thus he stands and takes his ease
Stamps his foot and claps his hands
And turns around to view his lands.
A-waiting for a partner,

A-waiting for a partner.
Open the ring and choose one in
Shake hands, and then the work begin.

Ask why the farmer has a right to turn in pride and view his lands. Because he has worked hard and faithfully with nature's laws to have it produce abundantly. His ground has been well fertilized and prepared; the crop well tended, and the harvest is a good one. But can he reap a good harvest unaided? No, he needs the help, directly or indirectly of many people. Even if he cuts his own hay or ploughs his own fields he is indebted to the men who have improved upon the old plow and other farm implements so that the labor is much lighter than that of his forefathers. (See a recent number of Elbert Hubbard's Little Journeys in which he describes the invention of the Oliver plow and what it means to the farmer.) And the farmer needs also the help of the "hired man." Does he pay this partner well?

In these games see that the children hold themselves in correct positions that make for a good carriage and all-round development.

Play "Did You Ever See a Lassie" and have the children imitate the motions of farm activities, hoeing, raking, mowing, etc. Also motions of churning and let them think of other processes in other departments of life which they can imitate. See below.

MENTAL NURTURE

Let the children study the picture and follow the various steps as far as possible necessary to the preparation of baby's supper, as suggested therein. Let them also observe the haywagon (wain), tell of what it is made and follow some of the steps in its making. With older children do the same with the bowl and pitcher.

Tell what we have had for breakfast and then follow the different links in the chain which brought to us our fruit from Italy or California; our cereal from some western state; our coffee from Brazil; our milk from New Jersey; eggs from the farm; fish from the sea, etc. How many men and women in each case have labored that we might sit down to a hot breakfast on a cold winter's day.

Spend a few moments some day in speaking of the plow and how scientifically it is now made; for how many centuries men used only a bent stick for stirring up the

soil, then first one man and then another improved upon it.

Speak of the recent pageants in New York. Each one depicted some important event which was one link in a great chain. If one man had failed in duty how different our life might be.

Thus the child's knowledge concerning geography, products of the soil, processes of mechanics may be increased by a study of this picture.

Attention may also be drawn to the two trees and questions raised about grafting the relative importance of stock and scion etc.

SPIRITUAL NURTURE

All are needed by each one;
Nothing is fair or good alone!

—Emerson

The spiritual significance of this Mother Play leads us naturally into the spirit of Thanksgiving Day. Think of the many people who have worked and experimented through many ages to develop our modern fruits, our breakfast cereals, the mills that grind them, the men who tend them, the brakemen and trainmen who are responsible for their safe carriage to us. We are indeed grateful. And, as Froebel himself wisely suggests, there is no better way for the child to learn his dependence upon Power outside himself which works in and through himself and all nature, than by tending his own little garden. He learns thus to appreciate also all the care and faithful labor which has gone into those things which he eats and wears and where with he is sheltered; all those less material things as well which add to the joy of life—the music, art and literature—How can we express our sense of obligation and gratitude? Perhaps Edwin Markham has stated this as well as anyone "Come, let us live the poetry we sing!" We are so interdependent that now, united as the nations are by steamboat, train and telegraph if a revolution takes place in Morocco or a famine in China we are affected thereby. Hence, let us prove responsible in fulfilling our duties that no one, even in the remotest parts of the world may suffer through our negligence or inefficiency. A boy is inaccurate or slipshod in his work it has its effect upon others. The thoughtful foreigners who visited our country to observe our ways will often acquire prejudice in our favor or against us because

the courtesy or discourtesy of our children. As an illustration of this influence of words and acts we reprint below, a story in "The Children's Magazine."

The picture of the children with the chains recalls the old adage "No chain is longer than its weakest link." Impressions upon the children. This may be further emphasized by relating an incident in the life of the arctic explorer Fiala. He is how one day he was walking on a glacier when he fell down, down, down till he was caught in a crevice where he hung suspended, over thousands of feet of empty space, his legs dangling and he held tight to the body and one arm. Friends let down a rope; he managed to catch it and with the one free arm to make a knot and be hauled up. Then a companion who had fallen in a vain attempt to rescue Fiala, was also hauled up.

In his horrible predicament the explorer called that he had noticed that morning worn place in the long, narrow rope and shiver passed through him as he wondered if it had been repaired. Later, he questioned one of his party about it. "Yes," said the man, "I noticed that bad place and very carefully strengthened it, though I was thinking that it might play such an important part in saving the lives of two people. So with the men who tend fires in buildings, those who carefully inspect the machinery of trains every day, and the boys and girls who perform faithfully the home duties. Each one counts for or against one. And so also with the formation of habits. Little by little the links are formed which may bind one all but hopelessly in slavish habits.

Could Cook or Peary have reached the North Pole if other men had not preceded them and learned how to make sledges, to train dogs, to prepare canned food, etc.?

Children will be interested in looking at the grafted tree and learning that the fruit of such a tree partakes of the nature of the root or scion, as it is called. So with people, whatever the home or environment or the natural stock, bad or good, the fruit will be largely the result of what is grafted thereon. This should help discouraged children to feel that they may by persistence overcome many faults or bad habits.

Mothers should be helped to feel the importance of inculcating a spirit of gratitude to their children towards all who serve

them; the helpers in the household, the teachers in the school; this leads to a spirit of loyalty much to be desired. If the parent ever has reason to criticise the teacher it should not be done before the child.

The lesson suggested by the two trees is especially of value to parents. It is for them to see that nothing evil or false is grafted upon the stock that is naturally good. It is for the parents to study the nature of their children and see to it that the naturally good impulses are developed and trained and not dwarfed or stunted or killed by cold, unsympathetic, unreasoning treatment. How many unthinking mothers have paved the way for sorrow and disappointment for themselves, and great loss to the world, by inculcating in their children false, superficial ambitions, to shine in society, to have a good time, with no regard for the claims of the higher life.

For parent and teacher alike this multiple picture is rich in suggestion.

HOW BOYS LEARN TO BE KINGS

Little boys who expect to be kings and emperors when they grow up have a hard time of it. Many other children who think that they have to study hard would deem their lot an easy one if they knew what little princes have to go through in order to be prepared to take their places in the world when they grow up.

First of all, they have to learn many languages, at least four or five, and this before they are six years old; for they must be able to converse in the tongue of the guests who come to their court, not only with kings and princes, but also with ambassadors and foreign ministers and commanders of foreign vessels.

Besides they must learn a lot of history—the history of their own land and that of foreign lands. And they must know why wars are fought, and how they can be avoided; and, as they may be going to make history themselves, they must surely know as perfectly as possible how it is made. They must, of course, know what laws are for, and whether these laws are good or bad.

But studying is not the hardest thing for a little prince. He is not allowed to be naughty like other children, because whatever he does is of so much importance; and sometimes this is pretty hard.

The present King of Italy found this out

when he was still very little—then they used to call him the Prince of Naples. The queen used to let other little boys come and play with him, and of course he liked to have his own way just as does any little boy. His mother did not like this at all. She wanted him to be more polite than any of the other children, and to give up readily, and she never, never wanted the other boys to yield to him merely because he was the Prince Royal. And this meant that he could never insist upon having his own way at all, unless the other boys let him have it of their own accord.

One day the Prince of Naples got into a real quarrel with one of his little playmates. The other boy said he did not think it was fair for him to insist upon having his way, and it made no difference who he was, because the queen wanted them to play fair.

Then the Prince of Naples got just as angry as a little American boy might get when playing with the boys in his "crowd," and he said:

"I don't care! You can have your own way now, but when I'm grown up and get to be king I'll have your head cut off."

Of course there was always some grown up person around when the children played, to see that they kept out of harm, for if anything had happened to the Prince Royal it would have been a terrible thing. The prince's governor was present; he overheard this remark, and repeated it to King Humbert and Queen Margaret.

Then the king and the queen sent for the Prince of Naples, and they talked to him very seriously. They told him that he should never, never, never dare to say such a thing again, and that he should not imagine that when he was grown he could cut people's heads off if they did not do as he liked. But this was not enough. They kept him three days on bread and water in a dark room, and told him to think it over, and also to make up his mind firmly that he would never, never, never think or say such a thing again.

Now this is the story as they used to tell it to me when I was a child in Italy, and I used to think that the poor little prince had a very hard time; and I suppose when American children hear about it they will think so, too. Of course the reason royal children have to be so careful in their behavior is that every one knows what they do, and if they are naughty and impolite it

reflects upon the whole nation. All children should remember that it reflects upon their nation, too, if they are rude and ignorant, even if every one does not know about it. For all of us, little and big, can contribute to the building up of the reputation of a nation.—Lisi Cipriani, in *Children's Magazine*.

SUGGESTIONS FOR NOVEMBER

LILEON CLAXTON

With November come thoughts of the harvest and thankfulness for God's bounty. The children have been thinking of the growth of vegetables, fruits and nuts for winter stores and preparation for the cold days that are soon to come has been considered. These subjects have been so handled that now the idea of thankfulness is natural and not forced. The children have definite things for which to be grateful and they can give thanks with loving hearts. There are so many good things for this month that there is danger of over crowding. But the teacher's judgment must direct her in selecting the subject matter for her own little group of children. There was a time in kindergarten work when we talked of the baker and never thought of actually mixing and baking some simple thing in the presence of the children. At present we endeavor to give the children the actual experience of mixing and stirring and "Tossing in the oven." This can be done in many cases in the kitchen of the Domestic Science department or a "Mother good and dear" may be induced to allow the children to come to her kitchen or some simple cooking like boiling cranberries can be done on a small gas stove in the kindergarten. Enough should be prepared that each may have a portion to eat. In October we gave special attention to the father. His love and care were emphasized. Now the children can more readily pass to the idea of a Heavenly Father. They can better understand his love and care. They can be truly thankful in their childish way.

So much of this month relates to the activities of the farmer that we will choose him for the "Helper" of the month. Even if we consider the miller or the baker they are so dependent on the farmer that we must have him at all events. The vegetables and grains that he has worked so

thfully over should be brought into the ss rooms so that the children will be ne familiar with them. Where the actual fect can not be secured good pictures ould be. We must not think that be- ase these vegetables are so common that ey are familiar to the children and pass em by. We want to broaden the knowl- ge of the simple, familiar things. Then o many things that may seem common us may not appear in the children's mes and those who do see them there y not be able to name them. No his- ric work is presented in these suggestions cause the historic sense in little children so undeveloped. There are years later that work. The animal life chosen for is month is such as is prominent around e barnyard, especially the turkey, duck, d goose. The detailed study of these is t taken up now but rather in the Spring.

FIRST WEEK

Subjects for Morning Talks.

1. "Helper"—Farmer.
 - (a) Harvesting.
 - (b) Care of farm animals.
 - (c) Shipping food to city.
2. Train.
 - (a) Main parts.
 - (b) Uses
 - } passengers.
 - } freight.
 - (c) Conductor.
 - (d) Engineer.

Stories

Psyche's Task.—In the Child's World.—
Poulsson-
A Barnyard Talk.—In the Child's World.
Poulsson.
How the Corn Grew.—Finger Plays.—
Poulsson.
The Little Field Mice.—For the Chil-
ren's Hour.—Bailey-Lewis.

Rhymes

Peter, Peter, Pumpkin Eater.—Mother
oose.

Songs

Little Boy Blue.—Song Echoes from
Child Land.—Jenks-Rust.
The Farmer, verses 3 to 8.—Songs and
ames for Little Ones.—Walker-Jenks.
Hasten to the Meadow, Peter.—Merry
ongs and Games.—Hubbard.
The Train.—A Baker's Dozen for City
hildren.—Valentine-Claxton.

Games

Farmer in the Dell.
Mow, Mow the Oats.—Children's Sing-
ing Games.—Hofer.
A Little Game for Little Folks.—Songs
and Games for Little Ones.—Walker-Jenks.
The Train.—A Baker's Dozen for City
Children.—Valentine-Claxton.
Let Your Feet Go Tramp.—Merry Songs
and Games.—Hubbard.

Dramatizations

Farmer's activities in caring for the farm
animals.
Farmer's activities in harvesting.
Farmer's activities in shipping products
to market.

Rhythms

Mowing.
Threshing.

Walks and Visits

Farm to see cornfields.
Farm to see fields from which the veg-
etables have been taken.
Store houses on farm to see vegetables
in bins and barrels.
Railroad to see both freight and pas-
senger trains, conductor and engineer.

Illustrative Materials

Pictures of farm life, vegetables grow-
ing, individual vegetables, trains, conduc-
tors, engineers.
Toy trains, conductors, engineers.
A variety of vegetables.

Gifts and Occupations

Fourth Gift:
Bins for vegetables.
Store house.
Train—add cylinders for smoke stack
and wheels.
Fifth Gift:
1. Each child has 1-3 of gift. Build the
farmer's house.
2. Use half cubes for incline planes.
Roll cylinders for barrels.
3. A railroad station.
Second Gift:
Add string to cylinder.
Sticks and Circular Tablets:
A train.
Pasting:
A barrel. Take a piece of manilla paper.
Cut an oblong. Paste in form of barrel.
Give each child a circular card board to

push in for bottom of barrel after his pasting has dried.

Clay:

Make a man. Let child decide if his is to be a conductor or farmer. Paint with either blue or brown clothes accordingly.

Painting:

1. Paint a red wash over a whole sheet of paper to use as a store house. This will be cut later.

2. Clay man.

Drawing:

Illustrate story work.

Train.

Picture of store house.

Drawing and Cutting:

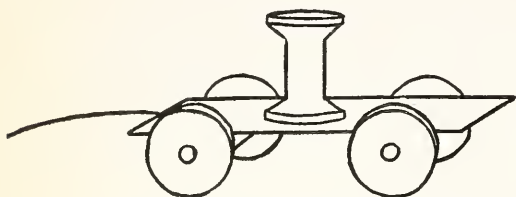
1. Conductor. Draw first, then cut.

2. A store house from paper already painted. Draw windows. Cut large doors.

Construction:

An engine. Make engine with three spools, an oblong card-board and a string. Use glue to fasten together.

Sand:



1. Represent a cornfield with stalks, etc. Green and orange balls may be used for pumpkins.

2. Store house built of Fourth Gift. Use paper barrels made by children. Fill with the small cylinders and spheres for vegetables. Farmer, wagons, horses, farm animals scattered about the field.

3. Farmer's house built of Fifth Gift. His wife and children, dog, cat, etc., can be represented by toys. A flower garden should be arranged. Trees, fences, gate, etc., made with slats.

4. A railroad picture should be made. If no real track can be secured, slats will do. The engines made by the children can be placed on the tracks or a toy train of cars. Let the sand represent hills and valleys. Have a stream of water and a bridge built of Fourth Gift blocks. Blue paper or tin foil represent the water nicely. A few trees, some people and a railroad station of Fifth Gift blocks finish the picture.

SECOND WEEK

Subjects For the Morning Circles

(a) Corn

- { Chicken.
- { Sweet.
- { Pop
- (b) Pumpkin.
- (c) Wheat.
- (d) Carrot.

1. Vegetables.

The children should be able to recognize and name the above. They should also know some thing of the growth and uses of same.

2. Miller.

- (a) Duties.
- (b) Mill pond.
- (c) Mill wheel.
- (d) Flour mill.

3. Baker.

- (a) Mixing.
- (b) Baking.
- (c) Store.

(d) Delivery of bread early in morning.

Stories

Cinderella.

A Great Surprise.—For the Children's Hour.—Bailey-Lewis.

The Mill.—Finger Plays.—Poulsson.

The China Rabbitt Family.—In the Child's World.—Poulsson.

Nero at the Bakery.—In the Child's World.—Poulsson.

Tommy Tucker's Bun.—Mother Goose Village.—Bingham.

Making Bread.—Finger Plays.—Poulsson.

Rhymes

Pat-a-Cake.—Mother Goose.

Mix a Pan-cake.—Poems for Children.—Rossetti.

The Mill.—Finger Plays.—Poulsson.

Songs

The Green Grocer.—A Baker's Dozen for City Children.—Valentine-Claxton.

Thanksgiving Song.—Songs for Little Children.—Smith.

The Mill Wheel.—Song Echoes.—Jenks-Rust.

The Mill.—Song Echoes.—Jenks-Rust.

The Stream.—Merry Songs and Games.—Hubbard.

Games

Oats, Peas, Beans.—Children's Singing Games.—Hofer.

Jolly Is the Miller.—Children's Singing Games.—Hofer.

The Green Grocer.—A Baker's Dozen for City Children.—Valentine-Claxton.

Grandmother's Dance.—Small Songs for Small Singers.—Niedlinger.

Litt'e Ball Pass Along.—Songs and Games for Little Folks.—Walker-Jenks.
Tasting.—Merry Songs and Games.—Hubbard.
The Stream.—Merry Songs and Games.—Hubbard.

Dramatizations

1. Buying vegetables from wagon with driver calling out wares.
2. The Mill Wheel.
3. Farmers bringing bags of wheat, etc., to miller and taking home flour.
4. Bread making. Sing, "Did You Ever See a Lassie."

Rhythms

Mill wheel, represent with each hand separately. Then with both hands.

Walks and Visits

A farm to see fields in which vegetables grow.
A green grocer's.
Storage cellar in a home.
A stream of water.
A flour mill.
A baker's kitchen.
A kitchen in some home.
A baker's store.

Illustrative Materials

Vegetables and grains of all sorts.
Pictures of vegetables growing, streams of water, flour mill, mill wheel, baker, mother preparing food at home.
Corn meal, wheat flour, oatmeal.
A little party with bread and apple jelly follows up the thoughts already presented and makes a very pleasant affair.

Gifts and Occupations

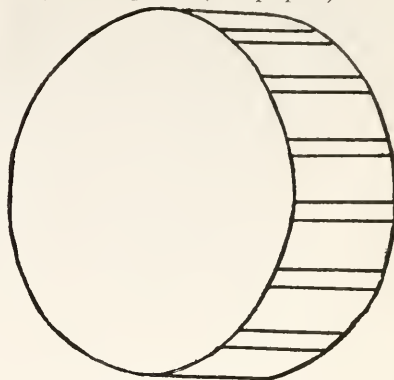
1. Combine the Fourth and Fifth Gifts and build a baker's store with doorway to enter.
 2. With same material make the green grocer's with vegetable stands in front.
 3. With same material make flour mill. Build the wheel made by children described in story, or cylinder of Second Gift.
- This is all cooperative work. One child has the Fourth Gift, the next one has the Fifth Gift.
- Materials:
Pumpkin.
Painting:
Cranberries and straws.
Sawing and Cutting:
Jack-o-lantern.

Clay:

- (a) Pumpkin.
- (b) Carrot.

Painting:

- (a) Clay vegetables.
- (b) Pumpkin (on paper).



2. Represent a city street with houses on either side. One store can be the baker's shop, another the green grocer's. In front of the green grocer's, boxes with vegetables may be placed. Over the door of the baker's shop a sign could be hung.

THIRD WEEK

Subjects For the Morning Circles

1. Turkey.
 - (a) Appearance.
 - (b) Habits.
 - (c) Home.
 - (d) Use.
2. Duck.
 - (a) Appearance.
 - (b) Habits.
 - (c) Home.
 - (d) Use.
3. Goose.
 - (a) Appearance.
 - (b) Habits.
 - (c) Home.
 - (d) Use.

Stories

The Turkey's Nest.—More Mother Stories.—Lindsay.
Billie Bob-Tail.—A Kindergarten Story Book.—Hoxey.
Fox Lox.—A Kindergarten Story Book.—Hoxey.
The Ugly Duckling.—For the Children's Hour.—Bailey-Lewis.
The Rich Goose.—For the Children's Hour.—Bailey-Lewis.
The Goose That Laid the Golden Eggs.
The Open Gate.—Mother Stories.—Lindsay.

Songs

Mr. Duck and Mr. Turkey.—Small Songs for Small Singers.—Niedlinger.

Games

The Farmyard.—Mother Play.—Froebel, Blow Edition.

Barnyard Song.—Holiday Songs.—Poulsson.

Duck Game.—Song Echoes from Child Land.—Jenks-Rust.

My Ball Comes Up To Meet Me.—Songs and Games for Little Ones.—Walker-Jenks.

Dramatizations

1. Walking and flapping of wings like turkey, duck, goose. Give calls of same.
2. Song, Mr. Duck and Mr. Turkey.
3. Billie Bob-Tail.

Rhythms

Waddling ducks.

Strutting turkeys.

Goose flapping its wings and running.

Walks and Visits

Poultry yard.

Living poultry in shop windows.

Park to see poultry.

Illustrative Materials

Pictures of ducks, geese, turkeys.

Pictures of poultry in natural environment.

Gifts and Occupations

Fourth and Fifth Gifts combined:

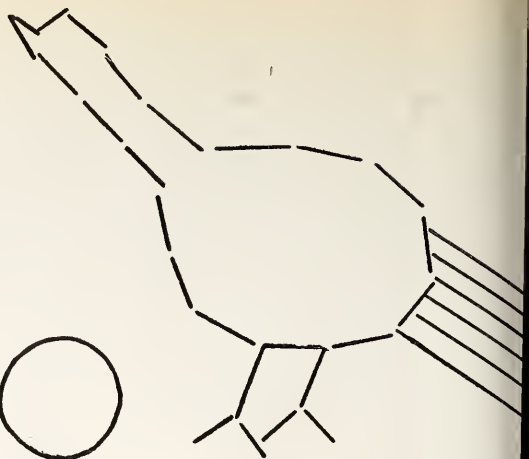
Build poultry houses. This is cooperative work as before.

Fifth Gift:

Each child has whole gift. Let him represent a barnyard with dog kennel, little chicken coops, sheep fold and poultry house.

Rings, quarter rings, sticks, lentils:

Make turkey eating from pan.



Make goose the same way only place fewer sticks for tail and let them stand straight at the back. Use short sticks for legs.

Drawing:

Illustrate story work.

Duck.

Cutting:

A goose.

Stencil:

Goose.

Duck.

Turkey.

Clay:

Duck.

Goose.

Use short sticks for legs or no legs at all. They can be sitting down.

Sand:

Represent poultry yard with houses, etc. from Fourth and Fifth Gifts made by children. Use clay poultry, stencils and toys.

FOURTH WEEK**Subjects for Morning Talks.****I. Thanksgiving Day.**

(a) Purpose.

(b) Customs in olden times.

Stories

A Boston Thanksgiving Story.—In the Child's World.—Poulsson.

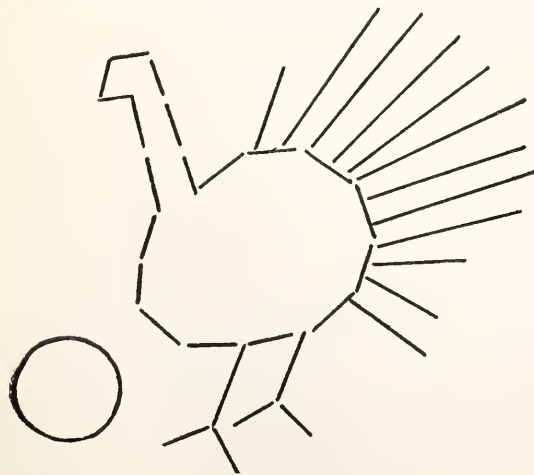
To Whom Shall We Give Thanks. (Tell this in prose.)—In the Child's World.—Poulsson.

Making the Best of It.—For the Children's Hour.—Bailey and Lewis.

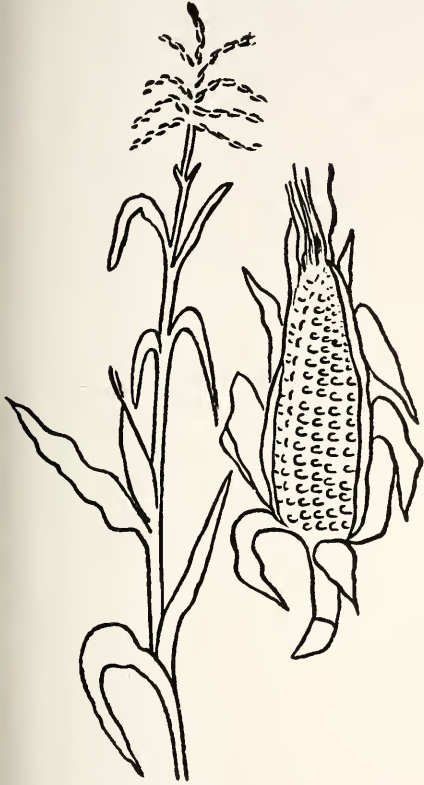
Little Wee Pumpkin's Thanksgiving.—Mother Goose Village.—Bingham.

Songs

Can a Little Child Like Me.—Song Echoes.—Jenks-Rust.



Song of Thanks.—Song Echoes.—Jenks-
ist.
Mowing Grass.—Mother Play.—Froebel,
ow Edition.
Thanksgiving for Harvest.—Holiday
ngs.—Poulsson.
A Song of Thanks.—Holiday Songs.—
oulsson.
Thanksgiving Song.—Songs and Games
Little Ones.—Walker-Jenks.



Games

Thanksgiving Song.—Songs and Games
Little Ones.—Walker-Jenks.
Blind Man's Buff.
Hop the Candle.
Hiding the Handkerchief.

Dramatizations

Mr. Duck and Mr. Turkey.
Over the River.
Customs in olden times.

Rhythms

Old fashioned dance step, lifting foot
h in air.. Touchfinger tips of partner,
sic, waltz time.

Walks and Visits

he furnace room if furnace has fire in
Speak of janitor's part in looking after
comfort of the children.

Illustrative Materials

Pictures of ye olden times, thanksgiving
parties, families greeting each other, grand-
mother's house, etc.

Gifts and Occupations

Fifth Gift:

Grandmother's home.

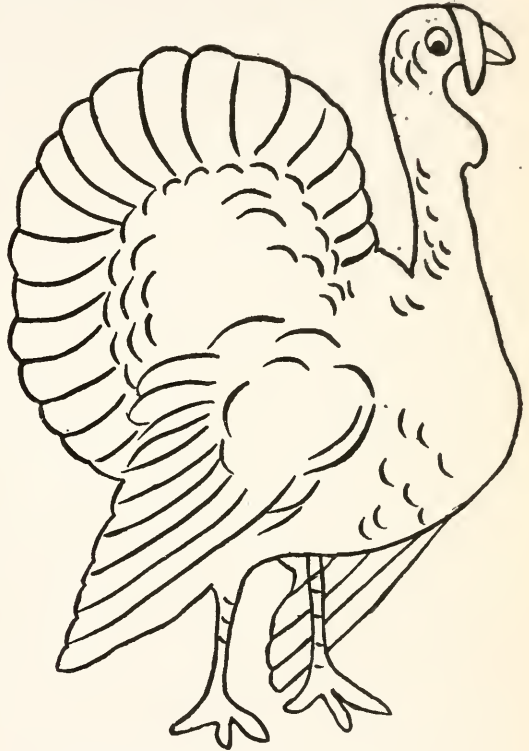
Fourth Gift:

Furnishings of grandmother's home.

Stringing:

Cranberries and straws.

Cooking:



Cranberries to eat at Thanksgiving party.

Drawing:

Illustrate story work.

Cutting:

Napkins from tissue paper preparatory
to the party.

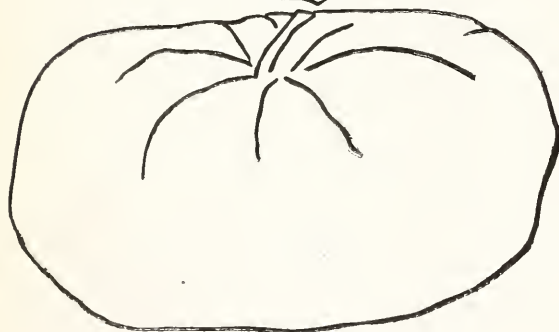
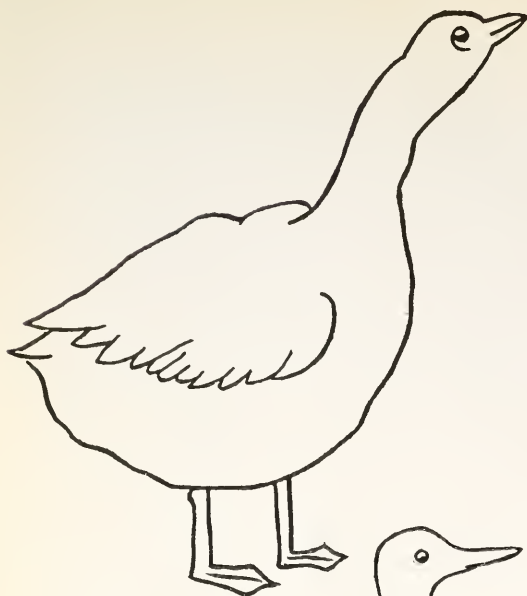
Make real jack-o-lanterns for the party.

THE THANKSGIVING PARTY

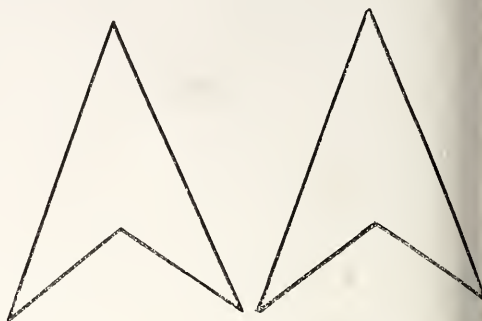
Have decorations around the room to
suggest the harvest. Tell a story about.
"When teacher was a little girl." Play a
series of folk games. Blow bubbles. Play
in the sand with tin forms and make mud
pies. Have the cranberries with crackers,
animal crackers if possible. Close with a
hymn of thanks.

Stencils:

AN INDIAN PUZZLE

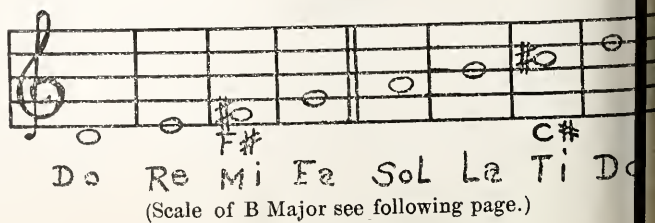


ONCE upon a time an Indian went hunting in a forest. He lost two arrow heads, and while looking for them he lost the trail and was overtaken by the darkness. At first he was at a loss to know in which direction to turn, but coming to an open place of rocks, he so found his direction by the guidance of the North Star.



Here are the two lost arrow heads. if you can so place them that they form a five-pointed star.

The form of greeting in one tribe is "Boo-jin." We are going to adopt that temporarily, in addition to "Good afternoon."
—From P. S. 119, Manhattan. B. Kendrick




THE DOH-DOO FAIRIES

NEW MUSICAL PLAYS FOR THE KINDERGARTEN

BY J. VAN BROEKHOVEN

Series II



AFTER the child has had the preliminary training of the ear, described in the last issue of this Magazine, the child or class should be made familiar with the Doh-Doo Fairies. The child has learned to distinguish between a thing that produces a sound, and the sound obtained from an object. The teacher will now tell the class the story of the musical fairies, who were formerly angels singing in the heavenly choir, and knew all the songs sung in heaven. These angels wanted to be near to human beings, particularly children, so that they could teach the little children the beautiful music that was heard in heaven. So they asked God to let them go down to the earth and play and sing with the children, whom they loved and wanted to make little angels of. But God said: "You cannot be angels and human children at the same time. If you like the children so much you can go down to them, but you can no longer be angels. You can be fairies if you like, and be with the children and teach them the beautiful things you have learned in heaven. So these angels agreed to become fairies. And God made some that live in the woods in holes in trees, and some that live in flowers and in caves, and others that are very musical live in things that produce a sweet, clear and pleasing sound like bells. And when the bells sound it is the fairy in the bell that sings. These singing fairies are called the Doh-Doo Fairies. There are eight of them; a whole family counting father, mother and six children. They are always happy, and joyful, and love each other very dearly. You can tell that when you hear them sing, because they always sing in harmony and are always together.

After a description of the musical fairies in this manner the teacher informs the class that she will now introduce the Doh-Doo fairy family. The fairies are represented by musical bells tuned to the pitch of the scale of D major, viz:

¶ (See illustration of Scale on preceding scale)

As perfectly tuned bells are very hard to obtain, a substitute may be had in tuned brass tubes. Such brass tubes are for sale

in music stores dealing in musical instruments, and cost about \$1.50 for the set. But as these manufactured tubes are usually tuned in the Key of C major, a whole tone lower than D major, it will be necessary to have the tubes sounding F and C filed or reduced in length, so that they are raised in pitch from F to F sharp, and from C to C sharp. The Key of D major is best suited for the compass of the child voice, hence this key is preferable to that of C major. If these brass tubes can not be bought conveniently they can be made by any mechanic in metals, by cutting a brass pipe of about 6-8 of an inch in diameter to the various lengths required. Some musician must necessarily superintend the cutting process, or the tuning part obtained by filing the end of the piece of tubing.

When the teacher is supplied with the bells or tubes perfectly tuned she should make the introduction as mysterious as possible. The tubes should be hung by a thin string fastened in two opposite holes in one end of the tube, so that they hang evenly and steadily. The tubes should not be struck by a hard substance, but by what is called a "tympany stick," which can be made by placing a number of hard felt circular layers, with a hole in the center, at the end of a wooden handle or stick, and making them rather solid by pressing them as close as possible. This felt mallet produces a soft tone, when the tubes are struck. These tubes should be placed behind a screen, so that the children cannot see them, and after the teacher has aroused the children's curiosity she should introduce the lowest tone D as the fairy father Doh, by striking the tube softly with the mallet behind the screen. The children must not only imitate this tone with their voices, but they should learn to distinguish it, first, of course, by its pitch, then by its fairy name Doh. It is advisable not to introduce more than the first three tones at first—Doh, Re, Mi, and have the class become familiar with the pitch and the fairy names. So that the class, or separate pupils, can reproduce the pitch of the various tubes after they are struck, as also to be able to reproduce any one of the tones when the teacher calls for Doh, Re, or Mi. It depends on the teacher's inventive talent to make as much as possible out of this simple exercise. The main object is to have the child distinguish the tone by his auditory faculty, so that he

perceives it clearly and is able to sing it, or reproduce it in his memory. But the teacher should not neglect to impress on the class the charm, beauty, clearness, softness, gentleness or other qualities of the tone produced, and make this a lesson in moral, social and religious teachings. At the very first acquaintance with the Doh-Doo Fairies the child must be impressed with every possible feature characteristic of the musical tone produced in this way. And the child should not be allowed to handle the musical bell or tube, nor see it, so that the sound heard becomes the mysterious and elevating element upon which the many phases of instruction—moral, mental and physical may be based.

NOVEMBER

FROM THE CHILDREN'S CALENDAR

BY MABEL A. BROWN

Dull November brings the blast,
Then the leaves are whirling fast.

"The warm sun is failing, the bleak wind is wailing,

The bare boughs are sighing, the pale flowers are dying,

And the year

On the earth her death-bed, on a shroud of leaves
dead,
Is lying." —Shelley.

"No sun—no moon—

No morn—no noon—

No dawn—no dusk—no proper time of day—

No sky—no earthly view—

No distance looking blue—

No road—no street—no t'other side the way.

* * * * *

No warmth—no cheerfulness—no healthful ease—

No comfortable feel in any member—

No shade—no shine—no butterflies—no bees—

No fruits—no flowers—no leaves—no birds—

No—vember." T. Hood.

"The year's on the wane,
There is nothing adorning;
The night has no eve
And the day has no morning:—
Cold winter gives warning."

T. Hood.

A SONG OF AUTUMN

This song, begun last month, should be completed in November, for which month the last verse was written.

The nature study for the three months of autumn, viz., September, October, and November, is all so woven together by the idea of harvest time that it is rather difficult to break it up satisfactorily into three parts. The following division seems best for practical purposes:

September—the corn harvest.

October—the fruit harvest—the seed harvest (plants).

November—the root harvest—the seed harvest (trees).

In connection with the root harvest, and the way plants store up food, the following vegetables may be studied: the potato, turnip, carrot, beetroot. Reference should also be made to bulbs (e. g. hyacinths), corms, (e. g. crocus), and the underground stems (iris). During the latter part of November and leading on from the squirrels harvest, we get the idea of preparation for winter, and can devote our attention to animals that sleep in winter, e. g. dormouse, snail, tortoise, and many others.

Any stories suggested for the two former months may be taken now if they have been used before. The following additional ones are specially appropriate: "The Biter Bit" (In Nature's Storyland), "Little Tiny" (Anderson), "Daily Bread" (Parables from Nature) and the fable of "The Hare and the Tortoise."

There are a few songs that have not previously been mentioned, which are very suitable for this time of year: "Thanksgiving Song," "Harvest Song" and "The Brown Birds Are Flying" (Songs for Little Children). Froebel's game, "The Snail" (Kindergarten Songs and Games), may be used in connection with the study of animals that sleep in winter.

Very good modelling exercises are provided this month by the study of potato, carrot, turnip, beet, etc. The snail makes an excellent model too, as well as a specially valuable exercise in free-arm drawing. The seeds of the sycamore, elm, ash, etc., are suitable exercises in brushwork for the older children, while the younger ones will delight in copying the brilliant colors of carrots and beet in either paint or crayon. Any or all of these vegetables may be drawn and cut out of colored paper, or used as mass painting in brushwork. A saucepan and soup-ladle should be drawn from the object on boards in connection with this series of lessons.

As illustrations of food stores, potatoes should be kept in the dark to sprout, and the tops of carrots should be cut and put into a saucer with a little water. They will then send up young leaves. Wheat, maize and beans may be put to germinate as further illustrations of this.

A CHILD'S THOUGHTS

- 1 "Oh, isn't it a doleful day?"
That's what you hear the people say
When cold November comes this way,
And winds are bleak and skies are grey.
I don't think that's the thing to say,
Do you?
- 2 The birds that worked with such a zest,
To make a snug and cosy nest,
The flowers that tried to look their best,
I'm sure they ought to have a rest,
Aren't you?
- 3 The leaves that once were gay and bright
And fluttered in the golden light,
And danced about from morn 'till night,
I'm sure they're glad to say, "Good night!"
Aren't you?
- 4 There's time for work, and time for play,
Time to be sad, and time to be gay;
We should not like it always May,
And Winter's just a resting day,
I think that's what we ought to say,
Don't you?

HEAVY DRAINS ON NATION'S FORESTS

"The total yearly drain upon our forests, not counting losses from fires, storms, and insects, is one hundred and twenty billion cubic feet," says R. S. Kellogg, assistant forester in charge of the office of forest statistics, in a publication just issued by the Forest Service on "The Timber Supply of the United States."

"Our present forest area of 550 million acres may be roughly estimated to consist of 200 million acres of mature forests, in which the annual growth is balanced by death and decay, of 250 million acres partially cut or burned over, on which, with reasonable care, there is sufficient growing growth to produce in the course of time a merchantable, but not a full crop of timber, and 100 million acres of more severely cut and burned over forests, on which there is not sufficient young growth to produce another crop of much value."

"Taken as a whole, the annual growth of our forests under these conditions does not exceed twelve cubic feet per acre, a total of less than seven billion cubic feet. That is, we are cutting our forests three times as fast as they are growing. There is menace in the continuance of such conditions. While we might never reach absolute timber exhaustion, the unrestricted exploitation of our forests in the past has already had serious effects, and it will have much worse if it is allowed to continue unchecked."

"White pine, for instance, which was once considered inexhaustible, has fallen off 70 per cent since 1890, and more than 45 per cent since 1900. The cut of oak, our most valuable hardwood lumber, has decreased 16 per cent since 1900, and the of yellow poplar 22 per cent. The same story would be told of other woods if they are not conserved."

"The fact that timber has been cheap and abundant has made us careless of its production and reckless in its use. We take 250 cubic feet of wood per capita annually from our forests, while Germany uses only 37 cubic feet, and France but 15. On the other hand, Germany, who has learned her lesson, makes her state forests produce an average of 48 cubic feet of wood per acre. We have as fast-growing species as Germany, or faster, and as good or better forest soil if we protect it."

"The necessity for more farm land may eventually reduce our total forest area to one hundred million acres less than it is at present. It is entirely

possible, however, to produce on 450 million acres as much wood as a population much greater than we have now will really need if all the forest land is brought to its highest producing capacity and if the product is economically and completely utilized. But to reach the necessary condition of equilibrium between timber production and consumption will take many years of vigorous effort by individual forest owners, by the states, and by the national government. None of them can solve the problem alone; all must work together."

TIME TO GO

They know the time to go!
The fairy clocks strike the inaudible hour
In field and woodland, and each punctual flower
Bows at the signal an obedient head
And hastes to bed.

Dryden.

I wonder if you're thinking,
How much we owe the trees?
With green leaves lightly dancing,
And whispering to the breeze?

They've fruits, so ripe and mellow,
Brown nuts for every one;
And shelter from the winter's cold,
And summer's burning sun.

—Unknown.

THE DIFFERENCE

"Does your mother allow you to have two pieces of pie when you are at home, Willie?" asked his hostess.

"No, ma'am."

"Well, do you think she would like you to have two pieces here?"

"Oh, she wouldn't care," said Willie confidently; "this isn't her pie."—Christian Work.

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THE LITTLE PILGRIM MAID

(Recitation with Motion.)

ISABELLE C. WOODLAND.

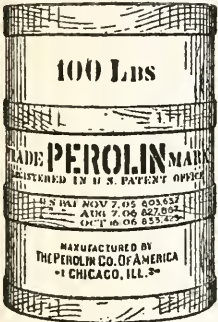
There was a little Pilgrim maid
Who used to sit up so;
I wonder if she ever laughed
Two hundred years ago.

She wore such funny little mitts,
And dainty cap of silk.
She had a little porringer
For her brown bread and milk.

She was so good; so very good;
Ah me, I most despair.
She never tore her Sabbath dress
A-sliding down the stair.

But then, I really try and try
To do the best I can;
P'r'aps I can be almost as good
As little Puritan.

And if, when next Thanksgiving
comes,
I try to sit up so,
Maybe I'll seem from Pilgrim land
Two hundred years ago.



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A PRAYER

I thank Thee, Father, for the care
Which fills my life and makes it
fair;
The sunshine and the pleasant
rain,
The seed which grows to golden
grain;
The tender love surrounding me;
For all these gifts so sent to me,
I thank Thee.

Can a little child like me
Thank the Father fittingly?
Yes, oh, yes, be good and true,
Patient, kind, in all you do;
Love the Lord and do your part,
Learn to say with all your heart,
Father, we thank Thee,
Father, we thank Thee.
Father in heaven, we thank Thee.

For the fruit upon the tree,
For the birds that sing of Thee,
For the earth in beauty dressed,
Father, mother, and the rest,
For Thy precious, loving care,
For Thy bounty everywhere,
Father, we thank Thee,
Father, we thank Thee,
Father in heaven, we thank Thee.
—"Song Echoes from Child Land,"
Oliver Ditson, Publisher.

HARVEST SONG

Air: "America"

The God of harvest praise;
In loud thanksgiving raise
Hand, heart, and voice.
The valleys laugh and sing,
Forests and mountains ring,
The plains their tribute bring,
The streams rejoice.

Yea, bless his holy name,
And joyous thanks proclaim
Through all the earth,
To glory in your lot
Is comely; but be not
God's benefit forgot
Amid your mirth.

The God of harvest praise,
Hands, heart, and voices raise
With sweet accord.
From field to garner throng,
Bearing your sheaves along,
And in your harvest song
Bless ye the Lord.

"Astronomy From a Dipper,"
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A THANKSGIVING RECIPE

It takes one little girl or boy,
Two hands to work and play,
And just one loving little heart
To make Thanksgiving Day.

If happiness has not her seat
And center in the breast;
We may be wise, or rich, or great,
But never can be blest.

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EDITORIAL COMMENTS ON SOME NOTABLE BOOKS OF THE YEAR

The coming of the Christmas season sug-
gests the idea of commenting on some
notable books of the year, inasmuch as
many of them can well be made profitable
and acceptable Christmas gifts. The books
chosen are by no means the only notable
books of the year but a selection out of the
many that have come to our desk since
January, 1909.

NOTABLE BOOKS IN EDUCATION

"Motives, Ideals and Values in Educa-
tion," by William E. Chancellor, Superin-
tendent of Schools, of South Norwalk,
Conn., is from the press of Houghton,
Mifflin & Co., Boston. The book is an in-
dex of present tendencies toward empha-
sizing the importance of the philosophy of
education, rather than defining the method
and daily material, or device for the class
room. The author shows a spiritual insight
into life itself in the large, and into its
specific needs in our own time and country.
In his preface he presents five significant
features as a suggestion and justification of
the appearance and scope of the book.

PAGE VII

"1. The assertion of the universal rather than
the mediate place and value of education, as an
integral social institution.

2. The presentation in a hierarchical form of
the evidences of education as its successively
higher ideals.

3. The discovery of the true relations of
motives, values, and ideals by arranging these
terms logically.

4. The emphasis of the philosophic spirit
underlying and establishing the modern course of
study and mode of administration.

5. The development of a system based upon
the proposition of the necessity of the complete
education of each and of all."

We need more spiritual insight, and Dr.
Chancellor's book well deserves the careful
reading of every student of education.

"School Reports and School Efficiency,"
by Professor Snedden, of Teachers' College,
and Dr. Allen, of the Municipal Research
Society of New York," published by The
Macmillan Company, illustrates another
significant feature of present day educa-
tional study. Its purpose is to place on a
scientific basis school reports in American
cities, so that the layman, as well as the

trained pedagogue, may derive from their perusal intelligent information concerning the work being done in the schools of the country. While it seems to be directed primarily at the Superintendents of Schools, city and state, it has a definite application to every teacher, whose duty it is to cooperate intelligently with city and state superintendent in making school reports scientific. Many of the so-called school reports come out several years after the time they are supposed to report on. If they are to be of any value for immediate legislation they should appear within a month, at the latest, after the close of the current year. They should deal psychologically with the current problems, and be based on principles of economic accuracy. The book should serve to arouse a healthy interest in making reports of real profit to the student of education and to the citizen interested in the upbuilding of the educational system of his locality and of the country at large.

"How to Study," by Professor F. M. McMurry, of Teachers' College, Houghton, Mifflin Co., publishers, holds a middle place between the two books just referred to. It takes up a practically new aspect of educational literature, and is fruitful in suggestions for future work in this line. The book itself illustrates its title, inasmuch as throughout its pages you are studying personally with Dr. McMurry and learning the process in the doing. The book has both a philosophical seriousness and a practical accuracy that is unusual in a new field. It stands for the importance of clear, well defined, organized knowledge, and decries the large amount of wear and tear in so-called school study, and laments the absence of definite working knowledge as the result of the many years of school attendance. Dr. McMurry furthermore avoids a good deal of the educational cant, which has grown to unpleasant proportions in many of the recent books on education. To those of us who know him intimately in the class room, the book is a revelation of his inner self and is a real personal contribution to a most neglected aspect of education today. No teacher can afford to be without this excellent work.

Professor Stuart H. Rowe has given us another book showing the tendency toward intensive study in the science of teaching, applied particularly to individual gain,

through the study and recitation period. "Habit Formation and the Science of Teaching," Longmans, Green & Co., publishers, will be welcomed by the teacher as an amplification of the psychology of habit as distinct from the getting of the idea, the process of acquiring the habit. This book is noteworthy particularly for its careful amplification of school experiences, illustrating idea getting and habit formation as a basis for intellectual character that should result from the proper acquisition of truths through study. The summaries at the end of each chapter are characteristic of the man and illustrative of what the author means by the distinction between idea getting and habit forming. The summary at the end of the book gives the author's main point of view and is sufficiently explicit for the student of education to suggest the value of the book to every teacher.

PAGES 283 AND 284

"6. SUMMARY—It has been found practical to include applications with each point and to treat the special difficulties in special chapters. Four topics remain:

(a) It is seldom possible to establish a habit in a single lesson. One or more lesson periods may be necessary for the formation of a habit, or any phase or complex of phases.

(b) A criterion for experience is needed. The experiences of successful teachers are always valuable, but their procedure is so often conflicting that some systematic and theoretically sound selection of teaching must be consulted, if judgment is to be made between them. It is not denied, however, that there may be more than one correct method, nor is it asserted that every good teacher intentionally follows any such scheme. It is asserted that the requirements of habit-forming must be fulfilled consciously or unconsciously, or else the results are only apparent.

(c) Over-habitation, more properly called habituation or under-accommodation, is the loss of ability to make new adjustments. Lack of variety in one's occupations or his avocations leads to this misfortune, which is rarely escaped in old age. The exceptions, however, tend to indicate the possibility of escape. On a small scale many in the most favored surroundings condemn themselves to ignorance or inaction of one sort or another, until a daily routine securely holds them upon them.

(d) There is need of the scientific study of individual school habits with due reference to the important considerations in the methodology of education. No such study has been made. Here is a field both for experimental pedagogy and for educational psychology. But neither can profitably investigate in these directions and ignore the divisions of the habit-forming process."

"Youth, Its Education, Regimen, and Hygiene," by G. Stanley Hall, comes from the D. Appleton & Company press, New York. It is a briefer presentation of the author's larger work, with many new and

interesting additions. The opening chapter on Pre-adolescence is stimulating, even though we must await a scientific administration of many of the conclusions therein stated. The chapter on Muscles and Motor Powers in General, fits in with the spirit of the times and leads up naturally to the discussion of industrial education, which in its work takes on a new aspect. For the kindergarten-Primary teacher the chapter on Play, Sports, and Games is full of splendid material. A number of biographies of youth furnish original material for child study, and may be made the basis of a model system for teachers to collect and organize valuable experimental material for education. We shall make a few excerpts of practical sayings to give some idea of the author's special style in this work.

PAGES 1 AND 2

"The years from about eight to twelve constitute a unique period of human life. The acute stage of nothing is passing, the brain has acquired nearly adult size and weight, health is almost at its best, activity is greater and more varied than it ever was before or ever will be again, and there is peculiar endurance, vitality, and resistance to fatigue. The child develops a life of its own outside the home circle, and its natural interests are ever so independent of adult influence. Perception is very acute, and there is great immunity to exposure, danger, accident, as well as to temptation. Reason, true morality, religion, sympathy, love and esthetic enjoyment are but very slightly developed.

"Everything, in short, suggests that this period may represent in the individual what was once for very protracted and relatively stationary period of age of maturity in the remote ancestors of our race, when the young of our species, who were perhaps pygmoid, shifted for themselves independently of further parental aid. The qualities developed during pre-adolescence are, in the evolutionary history of the race, far older than hereditary traits of body and mind which develop later and which may be compared to a new and higher prory built upon our primal nature. Heredity is far both more stable and more secure. The elements of personality are few, but are well organized on a simple, effective plan. The momentum of these traits inherited from our infinitely remote ancestors is great, and they are then clearly distinguishable from those to be added later. Thus the boy is father of the man in a new sense, in that his qualities are indefinitely older and existed, well compacted, untold ages before the more distinctly human attributes were developed. Indeed there are a few faint indications of an earlier age node, at about the age of six, as if amid the instabilities of health we could detect signs that this may have been the age of liberty in remote ages of the past. I have also given reasons that lead me to the conclusion that, despite its dominance, the function of sexual maturity and procreative power is peculiarly mobile and down the age-line independently of many of the qualities usually so closely associated with it, so that much that sex created in the phylum now precedes it in the individual."

"Muscles are in a most intimate and peculiar sense the organs of the will."

"For the young, motor education is cardinal, and is now coming to due recognition; and, for all, education is incomplete without a motor side."

"In a sense, a child or a man is the sum total of his movements or tendencies to move; and nature and instinct chiefly determine the basal, and education the accessory parts of our activities."

"Abundance and vigor or automatic movements are desirable, and even a considerable degree of restlessness is a good sign in young children."

"Industry has determined the nature and trend of muscular development; and youth, who have pets, till the soil, build, manufacture, use tools, and master elementary processes and skills, are most truly repeating the history of the race."

"The pain of toil died with our forebearers; its vestiges in our play give pure delight. Its variety prompts to diversity and enlarges our life."

"Each age of the race plays with the activities that the preceding age worked with."

A. S. Barnes & Company, New York, are to be complimented on their recent efforts in making good books on Plays and Games, Folk Songs and Dance. One of those Plays and Games for Indoors and Out," by Belle Ragnar Parsons, is a storehouse of suggestive material, much of it usable in the kindergarten and primary grades. The instructions are definite and the illustrations ample to direct the intelligent teacher.

"Riverside Educational Monographs." This series of books from the press of Houghton Mifflin Company, under the editorship of Professor Suzzallo, of Columbia, is one of the most important that has appeared in years.

Of especial value to the students of education are "The Meaning of Infancy," by Fiske; "Education for Efficiency," by ex-President Eliot; Dr. Dewey's "Moral Principles in Education;" "Teaching Children to Study," by Lida B. Earhart, Ph. D.; and Professor Palmer's two books on "Self-Cultivation in English" and "Ethical and Moral Instruction in Schools."

The series should be extended to embrace many other aspects of education, particularly the industrial activities, kindergarten education as extended beyond the public school into the play ground, the settlement and the home, and educational activities after school hours in continuation schools and free lectures for the people.

It is hardly necessary to mention in detail any one of the aforementioned books. Almost every one of the authors has already a near world-wide reputation. Ex-

President Eliot's "Education for Efficiency," coming after so many years of efficient service, is the message of a man who has touched life in its manifold aspects and gotten strength from the contact sufficient to improve others in its transmission.

Special attention, however, should be called to Miss Earhart's book, inasmuch as she is not so well known as most of the other authors. Her book shows freshness and sanity and the maturity of judgment and skill in selection of material rare in a young writer.

We look forward with interested anticipation to Dr. Brown's book on "Our National Ideals in Education," to Professor Farrington's "Types of Teaching," and to the editor's own work on "The School as a Social Institution."

The price of the books is within the reach of even a poor student, while the mechanical make-up is attractive and serviceable. The analytic outlines in each volume will be of service in summing up for one's self the main points of interest and are of lasting gain. The series should be a profitable one to both readers and publishers.

Among the Christmas books that deserve recommendation as presents, particularly for kindergarten and primary teachers, we mention the "Historical Stories of the Ancient World and the Middle Ages, retold from St. Nicholas Magazine in six volumes. The stories are arranged as follows:

- "Stories of the Ancient World"
- "Stories of Classic Myths"
- "Stories of Greece and Rome"
- "Stories of the Middle Ages"
- "Stories of Chivalry" and
- "Stories of Royal Children,"

the Century Company, publishers. The six books will be a real addition to any teacher's library, while any single one of the series will serve as a very profitable present. There is a large amount of material that can be arranged for kindergarten and primary story work.

Let us be of good cheer, remembering that the misfortunes hardest to bear are those which never come.—Lowell.

A NEW METHOD IN INFANT EDUCATION

DR. JENNY B. MERRILL, Ph. D.

THE London Journal of Education for September describes a new method in infant education which is now in use in Italy.

The writings of the Italian author, Rosmini, have been compared favorably with those of Froebel. Although these two educators did not know of each other's labors, they present many similar ideas. Madam du Portugall introduced Froebelian kindergartens into Italy. Our own Madame Kraus at one time thought of Italy as her possible field.

Recently an able woman physician, Dr. Med. Maria Montessori, Docente all' Università di Roma, has modified the kindergarten methods to such an extent as to warrant the title of this article.

These methods were described to me recently by the Baroness Franchetti to whom the book setting forth the new method is dedicated. The Baroness is hopeful that an English translation will soon be made.

The Baroness, who is personally deeply interested in the education of the children upon her own estate in Italy, has found the results of the method remarkable. She considers the method more exactly scientific than kindergarten methods as the exercises are modifications of those suggested by Dr. Seguin of this country for the development of defective children.

Dr. Montessori found the Seguin exercises so valuable in the training of defective children, changing some of them into normal children, that she was led to believe that the exercises could be modified for use with normal children.

"Stated boldly," says the Journal of Education, "the general fundamental principles of the 'Metodo Montessori,' will not perhaps sound very novel. For the ground idea of the new pedagogy, as Dr. Montessori conceives it is liberty, the free development of the spontaneous individual manifestations of the child, an idea which Froebel enunciated long ago and which we all hold in theory.

But Dr. Montessori is perhaps justified in pointing out that, in spite of theory, education in fact is still infused by the spirit of slavery. So far, she says, education may be typified by the school desk which has

en carefully perfected to permit "of the greatest possible immobility" of the child. And, as his free bodily activity is hindered, too, his spirit is forced and constrained—* * *

As for the teacher, she, under the new pedagogy, must be content to play a much more passive, if at the same time a much more scientific role than has hitherto been assigned her. She is to be primarily a trained scientific observer of the phenomena exhibited by the child, and her office rather to direct than to instruct. Her active intervention is to be reduced to a minimum, and her art lies in knowing just when her help is necessary to spur on the developing intelligence of a child and when it may be safely left to himself."

In 1906, Dr. Montessori was given an opportunity to test her theories practically in a kindergarten day nursery in Rome for children between three and seven years of age. Two similar institutions have been opened in Rome since 1906, and one in Milan.

In Italian Switzerland the new method is beginning to take the place of the Froebel system in the Asili d' Infanzia.

The results as far as they have gone are said to be surprising.

The various occupations appear to be indicated by the practical needs in the life of a little child and to be closely related to his environment. To quote again from the article in the Journal, "The keynote of the Montessori method is simplicity. The equipment is similar to an ordinary kindergarten. The rooms are furnished with small tables seating two or three children, and little chairs; there are pictures and blackboards on the walls, and there is a piano. There is also a room with a bath and low washhand basins, and, if possible, the accommodation includes a garden with flower beds and homes for pet animals.

The education begins naturally with exercises of the practical life." The children are led first of all to make themselves dependent and masters of their surroundings. They learn to dress and undress and wash themselves; to move among objects without noise and disturbance; to see that the cupboards are tidy and the furniture dusted. To facilitate these exercises Dr. Montessori has invented certain occupations, consisting of wooden frames containing each two pieces of cloth or leather,

which can be hooked or buttoned or laced or tied together, as the case may be. The children enjoy fastening and unfastening these, and the skill they thus attain comes into practice on their own clothes or each other's."

The garden work, the care of pets and simple gymnastic exercises, marching and singing games are similar to those already familiar to us.

The sense of touch is specially trained by the use of wooden boards covered with paper of different qualities from very rough to smooth as well as collections of velvet, satin, cotton cloth, etc. The child is taught to finger lightly to recognize the distinctive quality and to name it blindfolded.

There are blocks for developing the sense of weight. Quick perception of dimension is taught by means of boards which contain wooden pegs of graduated sizes fitting into corresponding holes.

Bulk is taught in a similar way by blocks of the same length but varying thicknesses; length by flat sticks of different lengths. (The sticks of the kindergarten are well adapted for similar exercises, especially the enlarged sticks but they are not used thoroughly for this purpose as a rule. Let us hear of such exercises with them next month.)

The varying color shades are arranged on movable spools and matching exercises are the rule.

As has been claimed for the kindergarten, its various occupations need to be seen in operation to be fully appreciated. Miss Peabody, we all know, went to Germany before she really apprehended the value of the kindergarten. So the Baroness Franchetti says the Montessori occupations need to be seen to be fully appreciated.

(To be continued)

I have already got to the point of considering that there is no more respectable character on this earth than an unmarried woman who makes her own way through life, quietly, perseveringly, without support of husband or brother, and who, having attained the age of forty or upward, retains a well-regulated mind, a disposition to enjoy simple pleasures, and fortitude to support inevitable pains, sympathy with the suffering of others, and willingness to relieve want as far as means allow.—Charlotte Brontë

MOTHERS' MEETINGS AND READING CIRCLES

An Address to Mothers by a Mother

NOTE—The following address is contributed to the Mothers' Circle department of the Kindergarten-Primary Magazine by Mrs. Evelyn Barry, kindergartner in P. S. 43, The Bronx. Mrs. Barry tells me that the address was so inspiring to the mothers of the Circle that she induced Mrs. Edgerly to permit her to pass it on. It may be read, possibly, at organization meetings to give intelligent mothers some idea of the pleasures of co-operation with the kindergarten and later the school.

J. B. M.



TO those of you who come with us today for the first time a word of explanation as to the aims and purposes of the Mothers' Circle may not be inappropriate.

A few days ago we brought one child to this school, thus launching our baby upon a course that means his first contact with other than home life—for the first time in his career leaving him to the sole care of another. This other, the kindergartner, from now on must share with the mother her work in the development of the child's character. For upon the mother and the teacher rests the responsibility of the unfolding of a human life.

Since the teacher, then, stands next to the mother, is it not important that these two fully understand the aims and purposes each of the other? And it is to bring the mother, teacher, and pupil into intelligent and sympathetic relationship that the Mothers' Circle has been formed.

One of the first impressions made upon your child at school was that he was sitting, along with others, in a ring, or circle. So we mothers are to be linked with our children's teachers in a Circle which shall know no beginning or end in its possibilities for good to each member.

As the benefit to the pupil comes not alone from the teacher's instruction, but also from the contact with his associates, so do we mothers profit by our acquaintance with each other; hence the social hour, when over a simple bit of refreshment we are forming ties of friendship that may be potent in the enriching of all the experiences of life.

Nominal membership dues, of ten cents each month, are customary, the funds thus collected being expended sometimes for a simple gift for our children's kinder-

garten; for instance, our Mothers' Circle last year paid for the new curtains in the kindergarten room. From these dues are also purchased the very simple refreshments which the committee provides for us at each meeting. Mothers are privileged to bring their children, who will be entertained in another room during the progress of the meetings.

If the teacher is to be our chief co-worker in bringing our child into the fulness of life that we expect him to attain, how essential it is that we know her personally. Perhaps at some time she may need us to assist her when one of the failings of our children comes prominently to the surface; assure of her friendship in advance, how easy will then become the adjustment of any little difficulty! Under such circumstances we should be all the readier to put ourselves in her place, at the same time recognizing that the faults in our children that we may have struggled with in vain, cannot be overcome by the teacher at once.

The kindergarten affords more than usual opportunities to become acquainted with the teacher, in the generous number of kindergarten parties to which the mothers are invited. Then, too, every mother is urged to come at some time to observe the regular work throughout a session. That in itself will open to you eyes the necessary resourcefulness of the teacher, who must regulate the buoyancy of thirty or forty little ones, while we think it a task sometimes to control the energy of our own little band at home.

Our work this year is to make a general and particular study of the child in connection with the school and home in the very first years of his school life. And as we together study the child and learn from observation what the teachers are doing towards his development, our first thought will be—Is there any special way in which I myself can help the kindergartner in his work for my child in the school; that is, how can I help to bring school and home into mutually helpful relations?

First of all, by taking a real and vital interest in every matter pertaining to the school life. Our presence here today indicates that we possess that interest, but it is necessary that we express it to the child; we must let him feel that every happening at school means just as much to us as it does to him; so that when he brings home

me of his work from the kindergarten we shall admire it, possibly try to assist him in making a duplicate of it. Keep a few articles at least in some treasure box to be shown on certain occasions to admiring friends. Above all, we must not regard the children's work as litter, to be thrust into the waste basket. If he has made a toy, let him play with it. Regard it as his, not yours. The work means much to him; it also will mean much to us if we will not put into it the glorifying bit of imagination which rightfully belongs to it.

While many who are not acquainted with kindergarten work think of it merely as play, we who are members of the Mothers' Circle know it to be in truth the presentation to the child-mind of the whole universe; behind each activity there is some governing principle, and all for the awakening of latent powers of observation in the child. Our boy will ask more questions, will be more "bother" if so we regard his quivering inquisitiveness into the whole realm of nature, but in so doing he is not only acquiring definite knowledge of the earth and its fulness, but is cultivating that vivifying spark of imagination without which

"A primrose by the river's brim,
A yellow primrose was to him,
And it was nothing more."

Another way of showing the child that we regard the school of first importance is by insisting upon punctual and regular attendance. We must not let our child stay away for any but the most urgent reason. He may press hard at certain times; for example, at the Christmas season, when it might be so much more convenient for us to take him to the shops on a Wednesday than a Saturday. We must sacrifice our own convenience in all such cases for our child's good.

Another means, which must seem so obvious as to be unnecessary to mention, is to insist upon careful attention to every detail of cleanliness. To be plain, let us see that our children have spotlessly clean hands when they start for school. No one more than the mother realizes how readily a boy's hands attract dirt, but at least we can see to it that his hands and nails are immaculate when he leaves us.

Another item that would seem unnecessary to mention here were it not for the fact that it is sometimes overlooked is the

matter of providing the child each morning with a pocket handkerchief. If it is the usual case for the child to lose this before getting home, let us give him a clean piece of white muslin each morning or fasten the handkerchief with a safety pin.

Besides these observances of details which in truth belong to the home training of the child, we can connect the kindergarten and home by incorporating some of the kindergarten methods in the home. All of this implies that we shall first visit the kindergarten, in order to familiarize ourselves with these methods. Perhaps our first observation will be that even under the most trying circumstances corporal punishment is never resorted to. How often on the streets or in the hallways of our houses do we see annoyed mothers cuffing a child's ears, thus outraging all of the child's sensibilities, besides inflicting permanent physical injuries? She who has once observed the effective results of the methods of correction employed by the kindergartner must recognize the barbarity of the general methods of corporal punishment. We must take a whole meeting to discuss wise methods of punishment.

There are few of the home occupations of the child in which the kindergarten practices may not be introduced. Should the mother adopt even the phraseology of the kindergarten it will impress upon the child's mind its importance. To be specific: encourage the child to put his toys away in the same orderly manner that he uses here. A little child was fond of helping to set the table and used to ask if he might not "give out" the knives, plates, etc., as he "gave out" the blocks here in the kindergarten.

When they are singing their verses at home, we can join with them, and we shall soon find that our children have a song to fit every occasion.

No time of the day is more precious to the mother than the hour she spends preparing her little ones for slumber. As this is the time for the sweetest conferences, so there will also be an opportunity for a story and a song; and the child will enjoy none so much as the story he has heard earlier from his teacher's lips and the song he learned today in the kindergarten. Perhaps he has noticed the moon; then he will choose his moon song, or if the wind be blowing or the rain beating against the pane, a half dozen songs will have to be

sung, and as the little lids begin to droop, the Sandman song will send him off to pleasant dreams of Jack Frost and his magic touch.

The mother must keep in constant touch with the kindergarten. We should aim to supplement, never to anticipate the work there. It gives us a thrill of pleasure at the delight on our child's face because mother knows the story told by the teacher, and who shall say that our mentality does not suffer in the child's estimation if we do not know the same stories and songs that the kindergartners relate so charmingly to their little charges?

In all the play of the home—the boy with his blocks, the little girl with her doll, and both with their own portion of dough which they delight to mold in the fashion of the clay modeling, the children may be encouraged to introduce the work of the kindergarten, and thereby the mother will be learning as much from the child as he from her. A pair of blunt scissors, too, and permission to cut up all the papers in the trash basket is another good plan.

In every way the mother should strive to kindle enthusiasm for the school. A little boy in this neighborhood was taken past this school building every day from the time the foundation was laid and was told that this was his school. With a personal interest he watched the progress of the work, and it was a joyous day to him when he was allowed to be enrolled as a pupil here. Numberless are the ways, trifling in themselves, for fostering enthusiasm in all school matters. The work of the teachers must fall short of its possible results if not reinforced by the exuberance and sympathy of the parent.

In this effort to do the part of kindergarten work which can be done only by the mother, we must expect to devote a considerable part of our time to it. None of us possibly ever attended a kindergarten; consequently every experience here is as novel to us as to our children. In the multiplicity of cares and duties that comprise our hurried life it seems almost impossible to accomplish this new task. But since the mother cannot escape, if she would, her responsibility, how necessary that she eliminate some of the non-essentials from her life!

I was talking this summer with a mother from a distant state. She has one child, a

boy of six, who is unmanageable to such an extent that he must be kept out of school this year; his father is principal of a school and his mother was once a teacher. As she was asking me for ways and means of interesting and controlling her boy, I inquired if she herself ever played with the little fellow. She replied: "No, but I get a nice high school girl to play with him. I don't like to give up the pleasure of going out." This mother is taking magazines treating of child life, is consulting specialists on child study, but is not interesting herself in the every day, vital concerns of her own child because she is not willing to forego the delights of social life. Do not misunderstand me. She should not give up all of these pleasures.

While to some of us society life may not be alluring, unquestionably there will be some one thing which we must give up to insure for our child our sympathetic cooperation. Just as this entering the kindergarten is a new experience to our children, so may it be to us the opening of a broader, fuller life, in the entering into all of the experiences of our children, to enrich and unfold their young lives symmetrically and gloriously.

"Come, let us live with our children,
Earnestly, holily live,
Hearing ourselves the sweet lessons
That to the children we give."

MRS. LILIAN EDGERLY.

"Unto us a Child is born,
Unto us a Son is given,
And the government shall be upon His shoulder
And His name shall be called
Wonderful, Counsellor,
The mighty God, the everlasting Father,
The Prince of Peace." —Isaiah ix. 6

Good Christians all,
Both great and small,
Join with th' angelic throng;
Your voices raise
In chant and praise
And sing the Christmas song.
Sing Hey! Ho! for the holly and the mistletoe
Hey! for the ivy and Hey! for the yew.
Sing Hey! Ho! the bells ring out across the
snow
The message clear, and ever dear
Through Christ the King.

Sing and rejoice
With heart and voice,
To greet the Holy Child,
In a manger laid
By the Mother-Maid,
By Mary, meek and mild.
Sing Hey! Ho! for the holly and the mistletoe
Hey! for the ivy and Hey! for the yew,
Sing Hey! Ho! the bells ring out across the
snow.
Through Christ the King.

THICAL LESSONS FROM FROEBEL'S MOTHER PLAY

(A new translation by BERTHA JOHNSTON)

The eager child, so earnest in play
Finds joy in the toyman's treasures gay,
And the mother a rarer joy and pride
May find in the darling at her side.

THE MAIDEN AND THE TOYMAN

Mother, dear mother, O, please come, do!
Let me visit the shops with you,
Halls, doll-houses, and beds we'll see—
Marriages, washtubs and kitchens wee!
Christmas the shops are all so gay
Just cannot wait another day—
Sparkling tinsel and Christmas green
And lovely toys are in all shops seen."

"Yes indeed, you may go with me
To the shopkeeper's wonderful toys to see,
But let me, dear, in confidence say,
None of the toys so bright and gay
I can ever to say 'O, please buy me'
When a good, obedient child they see,
Not each one to mother says 'please don't buy'
When a teasing or sulky child they spy.
And should mother decide no gift to choose
Nick might also all toys refuse."

Mother, O mother dear, please come, do,
Be so industrious, good and true."
Tell me, good merchant, honest and kind,
What sort of toys I here may find,
Something I want for a good little girl."
Ah, here is a dollie with hair all a-curl,
Here is a puzzle and this is a book—
Perhaps at this game 'twould please you to look,
And here is a kitchen with stove all complete,
Dish-cupans, and brush to keep it all neat,
Shining and bright, a wee housewife's pride,
Like the trim little housewife who stands at your
side."

Thanks, toyman, should Santa Claus happen this
way
Please tell him Amelia has been here today;
Quickly obeying each word or sign
On the darkest of days she's our ray of sunshine,
So he'll make no mistake should he leave her
behind,
Something that she in her stocking may find."

The fingers, dexterious, the toyshop show,
To please the child in a pretty play.
And these fingers, easily, ruled by love,
May attract the child along Virtue's way.

THE TOYMAN AND THE BOY

Father, dear, here are your cane and hat
I rely you know what I mean by that;
Won't you come to the shops with me
All of the beautiful toys to see?
Noah's Arks, tool chests, trains and boats,
(Even the littlest wee one floats)—
Mother, dear father, please come, do!
Let me visit the shops with you."

"Yes, indeed, you may go with me
All of the wonderful toys to see,
But let me, dear, in confidence say
All of the things so bright and gay

Glance at the father with look so sad
When the boy who is with him is mean or bad,
But if he's industrious, happy all day,
And tries to be good and always obey,
Why then, if the father a gift should choose
St. Nick would not likely a fine toy refuse."

"Father, dear father, O please come, do,
I'll be so industrious, brave and true."
"Good merchant, I hear you have for boys
Most useful and beautiful Christmas toys.
Show me some of your very best
That I may choose at his request."
"Here is a wagon, bicycle and sled,
Or a fiery horse he may like instead,
On which he can prove his mettle and fame;
Here is a trumpet and here a game.
Fire engines, singing tops and blocks,
Villages, shepherds, with their flocks—
All of my wares how can I tell?
Look for yourselves and I will sell."

"Thank you, should Santa Claus happen this way.
Please tell him that Adolph was here today,
Quickly obedient to word or sign
On the darkest of days he's our bright sunshine.
So he'll make no mistake should he leave behind
Something for him in his stocking to find."

FROEBEL'S COMMENTARY

The position of the hands in this little play is not really difficult; it is generally known and in several different forms. The drawing, moreover, shows it with tolerable exactness. Three fingers of each hand are so placed that the tips touch each other—this forms the toyshop, or booth. The little finger of one (say the left hand) remains free, representing the shopkeeper standing in his shop; the pointing finger of the other (here the right hand) forms the counter, being placed so as to lie close upon the index finger of the left hand. The two thumbs form the two shoppers, standing in front of the booth or counter; in one case representing the mother and daughter and in the other, the father and the boy. Although in the picture both index fingers form the counter this is not necessary—one finger is enough.

The outward life, the mart of life, have their claims. When the child and when mankind clearly understand and have possession of themselves, then can they with joy enter life, the mart of life. Hundreds and hundreds of things they can then place not only in external, but in intrinsic relationship, and not only in regard to themselves but especially as relates to the affairs and the needs of mankind. Thus, in the different productions, as in the needs of mankind, he may find, may intuitively perceive (in order to choose and appropriate according to opportunity) not only what is

outwardly useful but what gives inner joy—not only what promises material, but what will give him ever-increasing spiritual pleasure. And this inner and truly spiritual gladness is really, however little it may seem so to be, however seldom and in how-ever small degree it may usually be attained) this inner gladness is the dimly foreshadowed purpose of the visit to the mart of life, is the inner obscure reason for the joy, the pleasure of the child in the multitudinous gay things in the shops.

The buyer in the market may then select things both beautiful and useful as life, sex or calling may dictate. For the fostering of the family, the domestic life, the girl, the maiden, the mother, the housewife will judiciously choose those things that are dainty, delicate, useful; and for the protection of the same the boy, youth, man and father those things suggesting power, strength. To the useful and the beautiful is linked the good—budding, blossoming and developing from them—the stern and the tender, the weak and the strong unite in the most beautiful harmony; from that which is separated (though lying side by side) but which even in externals, complement and correlate with each other, blooms in mutual recognition a spiritual unity.

The reason for this inner, unconscious attraction, this urge to visit the shops, is found in the anticipation of finding the inner in the outer, agreement in division, harmony in discord, unity in manifoldness, the universal in the particular—seeing life as in a picture or mirror, and thus to learn to know the outward life and to find means to express his own individual inner life. That is why very little satisfies your child, if it is truly a child, when returning from the shops, his heart's anticipations fulfilled (be it with a doll or a wagon, a whistle or a lambkin) if in it and by means of it he may find himself and his world and may represent it through deeds.

Therefore, the visit to the shops deeply influences the unfolding life of your child. Hence,

Forth from his home as the little child fares
To view all the toyshop's manifold wares,
Let mother-love wise attend him and guide,
To enrich his young life with intelligence wide.

SUPPLEMENTARY REMARKS

There are two pictures which give the text for the commentary of the visit to the shops; one of these shows the mother

and the little girl approaching the wonderful booths with all their wares and the other represents the father and the boy. It will be well for the child of today with his knowledge of the crowded department stores of the modern city to study for awhile these pictures which depict the simple life—but which, however simple, mirror the great life of the world and the life of the individual with all his multiplicity of needs and of tastes. These little outdoor booths form a marked contrast to the great shops which under one roof house many small shops, but the very difference will emphasize to the child the fact of the increasing needs of mankind and that when he grows up he may share in fulfilling these needs. And in its toys even one tiny booth may represent a world. Here we see the toy soldier, the sailor, the wagoner, the tin storekeeper, the little housekeeper, the shepherd, etc., etc. The quaint costumes and the booths of the Christmas Fair give the American child a glimpse into the picturesque life of other lands and periods.

PHYSICAL NURTURE

The pictures show also the position of the hands as described in the translation, when representing the toyshop, salesman and the buyers. Another little but well-known finger play is appropriate here. The rhyme runs thus:

Here are my mother's knives and forks
Here's my father's table,
Here's my sister's looking glass
And here's the baby's cradle.

The positions of the hands and fingers are as follows: Place the hands back to back so that the fingers of the two hands cross and slip between each other—this forms the knives and forks which we may give mother for her Christmas gift. Squeeze the fingers together (still interlocked), turn the hands so that the backs are uppermost and we have the table for father's Christmas gift. Retaining the hands in this position, raise the index fingers so that the tips touch and this gives the mirror for sister's new bureau. Raise the little fingers so that the tips touch and we have the baby's cradle.

Among the more active plays which children in the kindergartens heartily enjoy is the representation imitatively of some of the various toys, while other children guess what is intended; thus: one child jumps with an imaginary rope; another drama-

es the movement of a jumping-jack or a
ck-in-the-box; still another skates around
e room on imaginary skates; another rep-
sents a spinning top, or one blows on a
istle or trumpet.

Another kindergarten play is that which
ls for several children to stand together
d raise their arms in imitation of the
ristmas tree while others trim the limbs
th colored balls, and other school-room
icles.

Play going to the store in the crowded
r, arranging the kindergarten chairs for
nts. Are we going to be thoughtful of
e tired conductor and be ready to offer
r seat to the weary mother with the many
ndles? Dramatize the translated verses
ven above.

NURTURE OF THE MIND

It will be observed that Froebel would
ve the mother and father who accompany
eir children to the shops fully aware of
e rich opportunities therein offered for
e culture of mind and heart; these grown
ks should know something of the rela-
onships between the many objects of the
art, the market-place, and their relation-
ip to himself but it will also be observed
at in the little verses for the child nothing
this sort is said directly—there is nothing
dactic about Froebel in his work with the
ild—he would have the child absorb life
d nurture from the atmosphere with
hich the parents surround him. The only
ggestion of a lesson is that in which he
nts that the toys may look with unfriend-
eyes upon the child that is naughty and
ce versa but even this moral is conveyed
a spirit of play.

In the shopping or business street one
ay see many trades and occupations rep-
sented but the **toyshop** presents this
ecularity—that under one roof we see
presented in miniature an innumerable
riety of trades; here we see toy engines,
ats, grocery store, doll house, coal
gon, dishes, building blocks, etc., each
nting at some need of man and some
oduct of his skill. By a timely word free
om didacticism the mother may draw at-
ention to some of the obvious relationships
etween the same; the engine needs coal,
e coal man needs the engine, the mother
so needs the coal; the engineer is needed
r the boat and a large boat brings many
ys from over seas to expectant children.
et the older children follow up some of

these relationships and the oldest children
might trace many of the occupations in-
volved in making the toys, the wooden
ones, the metal toys, etc., and the fact
brought out that a large percentage of
American imports are toys largely from
Germany and France. A German book
published about two years ago presents an
exhaustive study of the metal-toymaking
industry of Nuremburg and vicinity, viewed
both from the historic and from the in-
dustrial standpoints. It has its tragic side,
the recompense of those who make the toys
has been so small for these many years and
child-labor has been employed to an un-
happy extent, in the homes.

As the child sees the many occupations
represented in the many toys and play-
things he realizes to some degree the many
needs of man and in the mechanical toys,
the steam engines, fire engines, the electric
toys, he can begin to realize the increasing
needs of man and perhaps in the future he
may help to satisfy these needs. Seeing
such toys may stimulate the child's own in-
ventive powers. If he cannot buy a cup
and ball himself perhaps he can make one
for sister of a rubber ball and a funnel, or
he can make the ball of worsted. The
older children, as they see the mechanical
top can be led to trace back to the origin
of some of the simpler principles, the
pulley, wheel, inclined plane, and so realize
how little by little different minds have
each added something to man's knowledge
and that many minds have been necessary
to produce the complete machines of today,
the printing presses, the typewriters, the
trolley cars.

In studying and selecting his toys the
child's taste and judgment are cultivated.
He sees almost side by side examples of
good and bad workmanship, the cheap,
flimsy breakable toy, and that which is
well made, the cheaply-colored picture and
the finer reproduction. Shall he choose that
which is in good taste and will last or that
which will soon fall to pieces? Does he
prefer the mechanical toy whose possibili-
ties are soon exhausted or the blocks of
which he can build many things and the
wagon which he can convert at will
through his imagination into an express
cart, or a fire engine or a fine car-
riage? We saw a boy of twelve interest
himself for more than an hour in experi-
menting with a simple, fascinating top. The

most attractive and valuable toys do not cost the most money.

Body, mind and spirit—the three are one and cannot be separated in any cut and dried fashion and in training and developing the child the nurture of the one side of his nature necessarily overlaps and effects the other, and it will be observed that in suggesting means of nurturing the child's mind and body what has been said in a measure repeats what may be said regarding the development of his heart and soul. It is possible however and we see instances on every side in which intellect has been developed at the expense of heart, and mind cultivated at the cost of bodily health—in normal, wholesome training the three should grow and expand together.

NURTURE OF THE HEART

What are some of the opportunities afforded by the visit to the toyshops for cultivating the heart of the child?

As said before, the child sees life reflected in the wares of the shop—he learns to know his own wants better. He has the opportunity of choice and as some psychologist has said, life is but a succession of choices. He sees something that he wants, oh, so much—the next moment some other wonderful thing attracts his attention—and mother helps him to discriminate, to recognize true values, to think ahead and be willing to forego present fleeting pleasures for future ones that will be more lasting, to refrain from patronizing the penny slot-machine for the joy of buying later, a Christmas gift for sister.

In selecting therefore, he may be trained to choose the permanent rather than the ephemeral, and to recognize and choose good workmanship rather than the cheap and flimsy. Does he want to be a good workman himself some day?

He exercises choice also in regard to the tastes of those for whom he buys. Something inexpensive may give far more pleasure than the costly gift, if it is just what the friend wants. In selecting a book for sister has he sister's tastes in mind rather than his own? He will not buy for her that interesting looking volume on football. We all know the story of the woman who bought for her husband a silk dress!

When we go shopping will we decide to go to those stores that pay their employes well even if prices are a bit higher? In other words are we willing to pay a fair

price for our purchases? Froebel has a Mother play (the Target) in which fair pay for fair work is the central theme.

We will increase the general Christmas joy by buying our gifts early in the season and as early in the day as possible so as to relieve the pressure upon the salespeople. Will we train the child at Christmas time to take home himself as many of the smaller parcels as possible so that the drivers may not be kept out later at night than is absolutely necessary? Many of the large department stores now place large signs requesting customers to in this way make life more livable for the weary seller behind the counter, and many of the shops close far more early at night than they did formerly.

It is a good deal of a strain to take a young child to the Christmas shops in a large city. It is a strain upon both mother and child. When she is actually shopping it is best to do so without the child if possible, and to make a point of taking the child some day for the sake of the indirect educational advantages. For this purpose the smaller local shops offer excellent opportunities and are less bewildering to the little one. It is moreover good to patronize home trade, i. e., buy at the little local shops as much as possible and so encourage and add to the Christmas cheer of the small storekeeper. How many fathers may be induced to follow Froebel's hint and take the child on an educational tour through the shops? As he gazes longingly at many delightful toys, lead the child to think of the children who may otherwise be overlooked at this happy season. Shall we spend a few of our Lincoln pennies for less fortunate children than ourselves? Shall we mend some of our last year's toys and books to give to others?

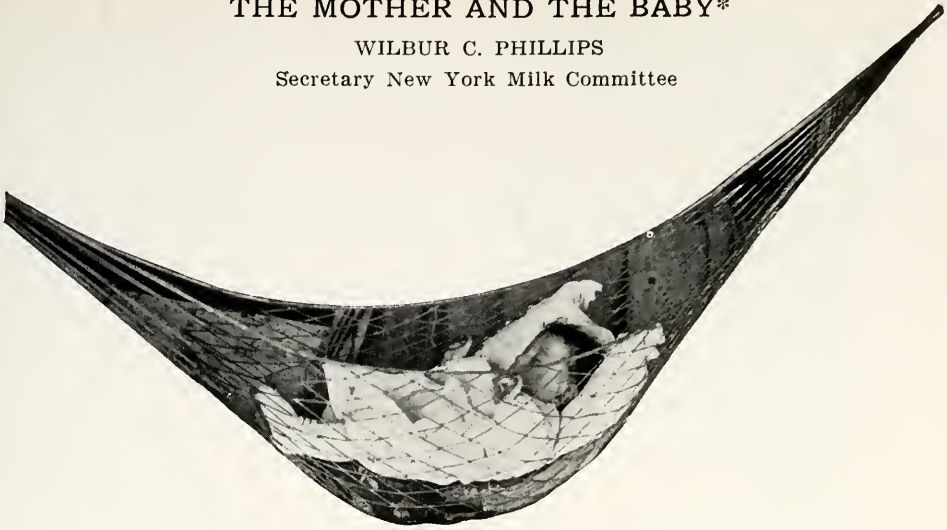
In Froebel's plan it will be noticed the parents do not buy at the time that they visit the shops—they merely look and help the child to find a pleasure in looking and admiring even if he cannot own. And this is a very important life lesson. We must train the eyes, the ears, the mind to enjoy to perceive and to get the benefit at every opportunity, of many things which we may never actually possess as far as legal papers are concerned. But from the observation of such we may win treasures of heart and mind that neither thieves nor moths can take from us—and one of the choicest pos-

(Continued on page 123)

THE MOTHER AND THE BABY*

WILBUR C. PHILLIPS

Secretary New York Milk Committee



THE problem of the poor mother and her infant is by no means new. For years it has been the object of serious concern to governments and municipalities, and has won the attention of physicians, philanthropists, milk dealers, sanitarian and social workers, not only in this country, but in France, Germany, England, and other nations of Europe. It is only within recent years, however, that the great mass of people has awakened to the fact that hundreds of thousands of infants are dying needlessly each year, and has begun to take active steps to save their lives. Numerically to picture the problem of infant mortality is, at the best, unsatisfactory. To the expert, as well as layman, statistics convey little real impression of the suffering and pathos involved in these needless deaths. Reduced to comparative terms, however, the situation changes. Even figures now cause one to shudder; for other dread diseases shrink into insignificance when the resulting loss of life for any given year is contrasted with deaths among babies from the first to the twelfth month of their existence.

Last year, it is estimated, 150,000 deaths resulted from tuberculosis in the United States. These deaths covered the whole span of life from infancy to old age, and occurred in spite of long efforts and the expenditure of large sums of money.

Although we have no accurate figures as to the number of babies born annually in

*The Survey.

the United States, a conservative estimate would be 2,500,000, of which certainly fifteen per cent or 375,000 perish during their first year. In 1908, in New York city, 16,230 infants died during the first year. The excess of these deaths, which, as will be shown later, are largely preventable, over deaths from all other causes at any other equal period of life, is shocking.

From birth, down to the tenth year, the mortality rate declines constantly. It is highest during the first week, falls somewhat during the second week, is fairly constant the third week, and then falls more or less steadily to the twelfth month of life. The enormous death rate among infants



during the first three months is due almost entirely to congenital debility, malformation, atrophy and other results of immorality, unwholesome social conditions and physical degeneration. One-third, approximately, of the remaining deaths are caused by bad milk, improper feeding, etc., and the

other two-thirds by casualties and those ordinary ills of infancy which may almost wholly be prevented by the exercise of reasonable intelligence and care.

The importance of pure milk in reducing infant mortality, although worthy of grave consideration, has, up to the present time, been over emphasized; in fact, it has withdrawn attention from other factors equally important, probably on account of the grim manner in which the hand of death flays down the children of the tenements in the congested portions of all American cities during the hot months.

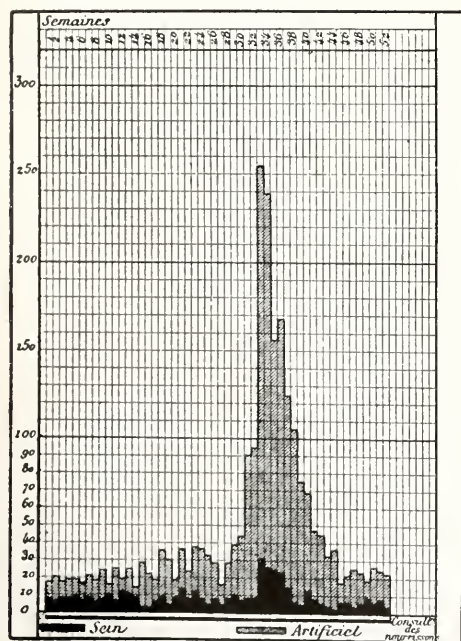
The tragedy is well pictured in the French chart, familiar to every child specialist, called the Eiffel Tower. Here we have a contrast in morbidity between children suckled and those fed upon artificial food. Among the former the ratio of deaths remains comparatively constant until we approach July and August when it rises to a considerable but not startling degree, falling shortly afterwards and remaining, as at first, until the closing of the year. With the artificially fed infant, however, it is always subject to leaps and bounds. When July is reached, the leap is frightful, spouting up like a geyser of human blood. Fifteen bottle-fed babies die

the percentage to be even as high as twenty to one. Recently Dr. Joseph L. Winters of New York, pictured the situation truthfully when he said: "No matter how dark the tenement, how foulsome the street, how unsanitary the home or how sickening the conditions in which the child is raised, an infant, fed at the breast of a healthy woman, runs little risk of death. No medicine, no care or treatment, no proprietary food, will guarantee the life of a sick infant in the summer time. There is one remedy and one alone. That is, that the infant should be fed as God intended it to be."

But although many of us realize, and others are coming to realize, that the breast-fed baby is comparatively immune from death, the fact nevertheless remains that thousands upon thousands of infants all over the world, are unable to obtain maternal nourishment.

The New York Milk Committee in Manhattan Island, is feeding in the neighborhood of 750 infants. A careful statistical estimate, based upon the ratio of infants fed in its depots to the total number of infants in the areas included by them, extended to all the varyingly congested districts of the island, shows that in Manhattan, 12,500 mothers of the poorer classes (and no one knows how many of the middle classes) are forced to rely upon artificial feeding for their infants. The two main reasons for this maternal impotency, are physical disability, due to improper nourishment and disease, and industrial employment, due principally to abject poverty. Added knowledge and intelligence, not only on the part of the corporation and the man at its head and the careless spendthrift; but also for the tenement house mother, for whom much is being done, but who, through sheer ignorance, nullifies the efficacy of material relief and kindly effort—added knowledge and intelligence, I say, must be created before the problem of infant mortality can be satisfactorily solved.

The beginning of this work already has been made. Seventeen years ago, Nathan Straus, in New York city, began his memorable campaign against impure milk. Splendid have been the results achieved, but, as concerns the decrease of infant mortality, Mr. Straus attacks only one phase of the problem. Pure milk is only one factor. More important than to supply a substitute



on an average in Paris to one breast-fed infant, while in Berlin recent reports show



AFTER THE CONSULTATION
A typical group of mothers on the Lower East Side



BEFORE AND AFTER

for breast milk is to encourage breast feeding and render it possible—to remove the conditions of undernourishment and employment, which prevent women from nursing, and to educate mothers to realize, not only the importance of maternal nursing, but also the value of sanitation, infant feeding, infant hygiene, and the proper care of their infants and of themselves.

It was with this idea in mind that the New York Milk Committee in June, 1908, opened seven milk depots in New York city from which is sold certified milk from what probably is one of the best dairy herds in the United States—the Tully Farms herd.

Each depot is in the charge of a group of volunteer physicians under a senior physician elected by them. These physicians examine the babies at weekly classes, weigh them, prescribe their exact feedings and educate the mothers by talks on infant feeding and infant hygiene patterned after the well known consultations of nourishment of France. Trained nurses, employed by the committee, supervise the distribution of milk, assist the doctors at the classes, and, by visiting the homes see that the mothers actually carry out what they are told to do. At the close of each day,

these nurses telephone their exact milk orders for the day following to the central laboratory, which is generously provided by the Sheffield Farms—Slawson Decker Milk Company—and the next morning before eight o'clock, the milk, properly prepared and refrigerated, is delivered at each station.

The results have been wonderful. Sickly, emaciated children, hardly human in appearance, have become in a few months fat and rosy. Overworked mothers, who scarcely had had a night's sleep since the birth of the child, have become rested and refreshed. In the Henry Street Depot alone more than one-third of the babies who are now alive and in healthful condition were on the point of death, when they were first brought in. In Cannon street, the committee is feeding nearly 200 babies, most of whom were in bad condition when found. At the last consultation only one with a severe cold was failing to improve.

In one of the consultations at Bloomingdale Guild thirty-two babies are enrolled. The average age at which they were brought was twenty-five weeks and two days. The average weight was thirteen pounds six and four-tenths ounces, whereas the regularly accepted estimate for a nor-

A child of that age is fifteen pounds eight ounces. Thus the average weight of these thirty-two babies was two pounds two ounces below the normal. At the end of seven weeks and three days, their average weight was eighteen pounds one and nine-tenths ounces, whereas the normal weight of infants at this age is seventeen pounds eight ounces. Thus the thirty-two babies at this one consultation at the Bloomingdale Guild Depot, were nine and nine-tenths ounces over weight.

At St. Cyprian's Chapel, Mrs. J. W. Johnson, wife of the rector of the church, told that before the committee's work began in that neighborhood, her husband had died, on an average, one colored baby every other day throughout the year. Since the 15, 1908, she said, he had buried only children.



GAINED TEN OUNCES IN ONE WEEK

Given a whole year in which the 750 infants now being fed at the committee's depots would have been exposed without them to the dangers of ignorance, impure milk and the other concomitants of poverty, I think it is safe to say that the saving of lives among them amounted to fifty per cent. Extending this estimate to the 12,500 babies needing similar care and assist-

ance in New York city, and considering that last year the deaths under one year in Manhattan, was 9,000, it can readily be seen that a saving of life equal to fifty per cent of the 12,500 would be an enormous reduction of infant mortality for the island as a whole.

What is true for New York city, is of course true for the entire country. The saving of lives, important as that is, is only one of the many results accomplished. Equally important are the prevention of suffering and misery, the raising of the standard of intelligence of whole families and communities and the starting of young lives on a sound physical basis.

Reviewing the situation as it is naturally one is led to inquire, "How shall we face this problem?" To such an inquiry there is a definite answer. In the first place clean milk must be provided. This preventive of infant mortality is the most easily supplied, and therefore must be considered first. Where money is not obtainable for certified milk, the milk must be pasteurized. Similarly where money is lacking to prepare individual prescriptions, suited to the exact needs of each baby, wholesale modifications, prepared on a commercial basis, must be secured. Under all circumstances the most urgent problems must be undertaken first. This, of course, means continually compromising with ideals. But ideals need not be lost sight of, even when temporary expedients seem extreme.

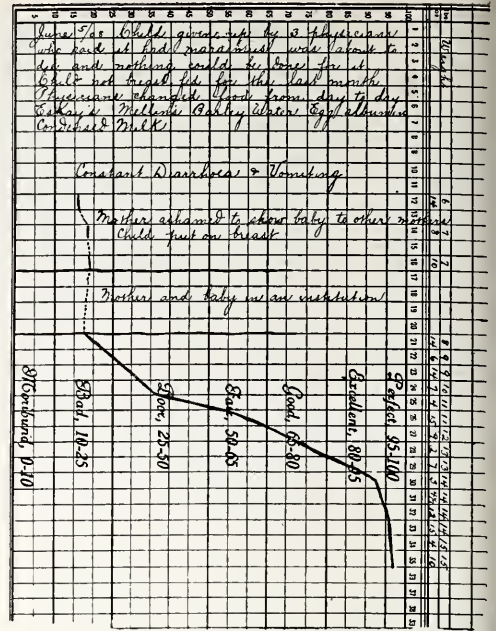
Together with the distribution of milk, instruction is imperative. No mother should be allowed to get the milk until it is definitely determined that she is unable to suckle the child herself. Many and many a mother could nurse her baby if she received an extra quart of milk daily, or even if an extra cup of cocoa were given her with each meal.

The case of Barry O'Shea suggests itself in this connection. At the age of three months Barry came to the committee's depot in Bloomingdale Guild weighing six pounds and fourteen ounces as opposed to eleven and three-quarters pounds, the normal weight of an infant at that age. Three physicians had given the little fellow up to die and the mother, who had tried everything on the calendar except her own milk, brought him to the depot as a last resort. The doctor in charge, realizing that breast milk alone could save him, insisted that

Mrs. O'Shea should nourish herself more properly, and that she should make an effort to nurse her infant. At first she refused to do so and stayed away from the depot. One of her reasons for doing this was that she was ashamed to show her child—dry, leathery and quite like a little old mummy—to the other mothers. Necessity, however, got the better of her at last and she not only came, but in sheer desperation followed the doctor's instructions carefully. The result was that in fifteen weeks Barry's condition, as shown by the record chart, leaped up from bad to perfect, where it rests today. In this way the milk depot lost a modified milk customer, but saved the life of Barry O'Shea.

What was done for Barry has been done in the case of many other mothers. When breast feeding has been found to be impossible, as it often is, they have been taught the value of many other things; of keeping the milk cold; of feeding the babies regularly; of throwing the deadly "pacifier" away; of peeling off the long red bands of flannel which swathe and infest the little bodies with prickly heat; of realizing that when a baby cries something is usually the matter with it; and of trying intelligently to discover what the matter is.

Twenty-nine doctors, in addition to the nurses, tell the mothers about these things



at the weekly classes held in connection with the committee's depots. So great has been the interest, that sisters, aunts, grand mothers, "little mothers," rich women and poor, have attended the consultations and now in many quarters are demanding similar instruction themselves.

But while all mothers (and many fathers too) no matter what their station in life must be educated properly before infant



ADVICE TO THE MOTHER AS THE CHILD IS WEIGHED AND PRESCRIBED FOR



THE REAL SOCIAL CENTER OF THE MILK DEPOT AND COMMITTEE

A back yard consultation at the union settlement

mortality can be reduced, the need and desire for this education increases in direct ratio as we descend from the extreme rich to the extreme poor. For the wealthy mother there is always the expert specialist. For the middle class mother paid instruction must be provided, either by institutions or by itinerant teachers, of whom there is a great dearth at the present time. For the mother, handicapped by ignorance and all the evils of poverty, instruction, at least until times change, must be provided.

In this campaign, the milk depot is of fundamental importance, as it attracts and holds women whom no individual or other agency can reach. Poorly organized depots will not meet the problem. Co-operative depots must be the rule—co-ordinating the work of doctors, nurses, milk dealers, relief societies, and all individuals and agencies interested in saving the lives of infants.

The economics of the situation thus become apparent. Many depots, supported by philanthropy, dabble with medicine, relief, statistics, and milk distribution, wasting much time, effort and money because of ignorance and inexperience. Take for instance the matter of selling milk

below cost. If Mrs. A. contributes \$100 to a milk depot and discovers that her neighbor Mrs. B., a well-to-do woman, is obtaining for five cents a quart, a milk which is costing the milk depot fifteen cents a quart and, to obtain the loss of ten cents a quart on which, the milk depot is compelled to ask assistance from her and other contributors, naturally she is displeased. Obviously, the only right thing to do is to sell milk to Mrs. B. at a fair price. If, however, Mrs. B. can obtain milk from the depot at a fair price, every other woman in the neighborhood able similarly to pay for it, should be allowed to do so. This forces the depot to commercialize its business. Now a milk depot which keeps open only from 9 a. m. until one o'clock, as is the case with most philanthropic depots, and which is run below its maximum capacity, cannot long stay in business. In order to be self-maintaining, the depots must keep open at all times; in order to attain perfection they must have capital behind them. To maintain infants' milk depots therefore, is not a problem for philanthropists having no knowledge of milk matters, but for milk dealers co-operating with philanthropists. In every community there are progressive milk men anxious to take up new lines of

business, to accommodate the public, and to remedy conditions so far as they are able. These milk dealers must have co-operation and encouragement. Relief societies must say to them, "Here, produce this milk, modify it, sell it either in your own stores or in space which we will let you have in our settlements, hospitals, etc., and if any mother comes to you who cannot pay all or part of the price, send her to us; we will investigate the case, and if she is worthy, we will honor your bills for her supply." Contributors who support the milk philanthropy, will then know that each cent they give is going to people who need it; that pauperism is being discouraged; that where need exists, it is being met; and that in all cases justice is being done.

Just as relief societies should co-operate with milk dealers so should milk dealers and relief societies co-operate with doctors and health authorities, in providing the medical, instructional and "follow-up" work for those mothers who patronize the stores. Connected with the distribution of milk, nurses and physicians constitute a big commercial asset, as they attract to milk depots mothers who, under other circumstances, would either fail to purchase milk or would obtain milk of an inferior grade. Almost any milk dealer could afford for the sake of this advertisement, to provide space in his store or a separate room connected with it, where doctors and nurses could carry on instructional work. Or if he did not feel that he could afford to do this, rent,

chargeable to philanthropy, could be placed upon the space or room used. Many settlements, hospitals and other institutions on the other hand, could well afford to give quarters in their buildings where milk dealers could dispense milk, thus relieving the institution of the task and placing supply within easy reach of those whom it is wished to reach. For this co-operative arrangement there are many precedents.

In all this work, the important thing is to distinguish clearly between business and philanthropy, for only then will the money of contributors be conserved and the greatest amount of good possible be done.

Ultimately, in many cities, nurses will probably be provided by the health department. Physicians, keenly interested as they are in problems of dietetics, particularly in infant feeding, will probably be willing to give their services free. Some day it is to be hoped that doctors be paid for this work for many believe the time will come when physicians will be paid to keep people well rather than to cure them when they are ill.

In different cities the plan will work out differently. But the fundamental principle of co-operation, of furnishing instructional medical supervision and material assistance will remain the same. No one agency, no one set of men, no one department, organization, or society, can of itself or himself solve the problem of infant mortality. All must work together, each doing his own task expertly and relying upon others for the rest. In this way only is the solution of the problem possible.

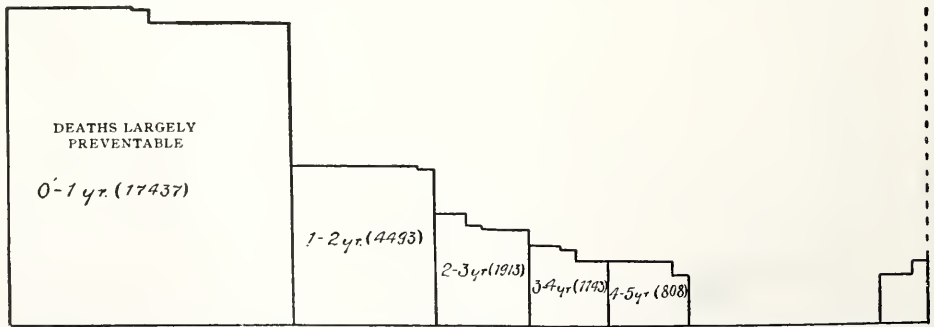


CHART 1.—Mortality in New York City, in 1907, of children under 5 years of age. The total number of deaths in 1907 was 72,205; of those under 5 years, 25,794; over 5 years 46,411. The square at the right represents the average deaths per year of age of all persons over 5 years of age.



CHART 2.—Average deaths per age for persons of different age groups. The figures in the upper line denote the average deaths per year for each group; those in the lower line denote the total deaths in each group.

Ethical Lessons From Froebel's Mother Play

(Continued from page 114)

sions of the human soul is the sense of solidarity, of human relationship, of the oneness in diversity of all life—a visit to the shops is one means to this end. One more or one department will awaken the mind to one need and help to satisfy it and another counter will stir other thoughts.

The best of all gifts is symbolized in the great gift of the Christ child, the love of God manifested in human love. Lead the child to feel the universality of this conception by acquaintance with the many myths and stories common to all countries. As an aid to this end we recommend "Christmas in Many Lands and in Many Times," by Evelyn H. Walker, (fifty cents) published by Welch & Co., Chicago. It is adapted to presentation as a school entertainment, gives music and suggests costumes. In connection with this Mother Play of the toyshop we recommend Elizabeth Harrison's "Some Silent Teachers." It has a very suggestive chapter upon the visit to the shops.

The Santa Claus question has been frequently discussed in the Kindergarten-Primary Magazine. By letting the child say that he is a little Santa Claus to his brothers, sisters and friends, the idea of the universal Santa Claus spirit—the spirit of love and good-will, will become familiar to him and the belief in **one personal** Santa Claus will take on firm hold.

DECEMBER

From Children's Calendar

OLD RHYME

Chill December brings the sleet,
Blazing fire and Christmas treat.

Come, bring with a noise,
My merry, merry boys,
The Christmas log to the firing,
While my good dame she
Wishes ye all be free
And drink to your heart's desiring."

—Herrick.

Within the hall are song and laughter,
The cheeks of Christmas grow red and jolly,
And sprouting is every corbel and rafter
With lightsome green of ivy and holly,
Through the deep gulf of the chimney wide
Follows the Yule log's roaring tide."

—Lowell

Full knee deep lies the winter snow
And the winter winds are wearily sighing,
Toll ye the Church bell sad and slow,
And tread softly and speak low,
For the old year lies a-dying."

—Tennyson

THE CRIPPLE'S CHRISTMAS CAROL

MARTHA REED SPAULDING



THE Lady of the Settlement House raised herself on her elbow and listened. Was that a child's sob she wondered, that low moaning of despair.

It was certainly not a cry of physical pain or fear. Perhaps it had only been part of a troubled dream. She waited in a tense silence. It was past midnight. All seemed quiet on the street. The noise of the surface cars had ceased. The heavy rumble of the wagons filled with country vegetables and fruits had not begun, and the milk carts were still miles away on their route to the city's thoroughfares. It was the brief hour of respite from work, from traffic, from revelry even.

"Granny, granny, just let me in; let me in!" Again came that suppressed pitiful wail.

This was no dream. The Lady of the Settlement House leaned from the window, her eyes searching for the speaker. It was a child, almost beneath her, pressing her small body against Granny Stepniak's door, next to the settlement house. The moments of waiting for further development seemed hours, then the door was stealthily opened, the child was pulled in, and all was quiet without.

Sarah was an abandoned child, of Polish parentage. The family, returning to Russia the previous summer, had decided with little consultation, that the hunchback child was out of the question, a nuisance. Granny Stepniak must house the little one and feed her.

At the age of ten, Sarah knew all that the street could reveal. All the awful mysteries of the dark alleys had been unearthed to feed this child's mind. There was no saloon or dance hall for blocks that did not open its doors to her for the asking. Everyone recognized her shrewd, black eyes, her quaint manner, older than her years, her childish speech, her oaths and unclean words. With it all there was the voice of a young nightingale singing, not of the country and bird and flower, but every street song that could blacken and defile.

Everybody treated Sarah well, in a rough way. She was shielded many times from physical danger. Not a home in the

block would refuse to share ever so scant a meal with her. She was buffeted along in a kindly way by the big policemen, but there the arm of the law ceased to guide. The public school did not encircle her.

One morning the Lady of the Settlement House met the child in the street, and paused to question her. Sarah proved more than willing to respond to her overtures of friendship and answered her questions readily.

"Know how to read? You bet yer life I don't. They," pointing with her bony finger at the big institution near by, "don't like me up there. I use bad words, and don't behave myself, and they put me out. Besides, I'm a hunchback, and ache awful bad sometimes, and want to lie down somewhere. No, you can't make me go to school. 'Taint no use to talk."

At this point she deftly steered the conversation away from dangerous topics. "Can I come in an' see yer tenement?" Permission accorded, she was up the steps in a moment despite her deformity. Once in the house her questions came in rapid succession. "You won't be mad if I look at them flowers, an' take one?" Then she caught sight of the canary. "Where'd yer git that yeller chicken in the cage?" All was novelty and delight to her.

Up and down the stairs of the settlement house, in and out of every room she wandered at will, darting her keen eyes into every corner, opening desk drawers, gloating with glee over long pencils, fresh pads of paper and her special delight, rubber bands, as she expressed it, "to snap at people." Soon her small feet, encased in shoes much too large for them, stopped their clatter.

"I guess I'll lie down a jiff."

Down she went on the hard floor, one arm curled under the close cropped head. The Lady of the Settlement House lifted her on to the couch, and pushed a pillow under her. Up she darted, suspiciously scanned the pillow with its fresh, white cover, and then turning her sharpened child-face, flashed:

"Will you be mad at me if I put my head on that? Granny won't give me no pillow."

Thus began an acquaintance destined to last as long as the child lived. During the next few days the Lady of the Settlement House made some discreet inquiries among the neighbors regarding her little guest.

"Don't bother with the brat. Let her alone, she runs the gang, she's a tough 'un."

The words rang in her ears. Yet the verdict though harsh was true. Everyone dreaded the cripple's torrent of abuse; the children, young and old, shrank from her fearful outbursts of temper; for she could scratch and defend herself like a young tigress.

The child soon repeated her visit and found a hearty welcome. Wearied with a hunt all over the house for hitherto unexplored recesses she at length fell asleep again on the couch. The Lady of the Settlement House looked anxiously at her as she lay breathing quietly, the distorted form relaxed in the kindly disguise of sleep. Here was something to appeal to, even though it was hard to see anything beyond a craving for morbid excitement, the dash of the patrol wagon, and all that went in its train.

But the aching back brought restless sleep, and soon Sarah's alert brain was again eager with questions.

"My, how clean you keep yer tenement. Granny's rooms ain't like this. Is the rent awful high here? Is it all yourn?"

On and on the questions rained. The puzzled look on her face deepened. She tried to put all together and make the whole a part of the small world of her own warped life.

"Say, I clean forgot then: you said I wasn't to use them words in your house. P'raps if yer hit me every time I'll get used ter actin' diff'rent in here—no, don't hit me, just look at me the way yer did the first time—yer kinder smiled."

"That's a queer school you've got here, yer sing pretty near all the time an' dance up an' down. Them pies yer make out o' sand an' that wet dough is more fun than a box o' monkeys. Would yer be mad if I come some more? The children in the hool won't like me, will they, 'cause I'm a hunchyback?"

"Yes, I'll eat that banana. Give it to me an' I'll take it out on the step, w're I can watch the crowd."

Another moment and the child was gone. The street swallowed her to add to its excitement, perhaps to furnish amusement to a group of corner loiterers.

'He crowded, unsightly tenements were pouring their weary occupants into the hot streets. There was one outlet from the

ly and nightly prison! A few minutes' walk, and the narrow streets and alleys were left. Fresh, sweet breezes, green sheltering shrubbery, comfortable benches and shaded walks—these made the city's public Playground. Here were tired mothers, a child in arms, three or four more clinging at their skirts, dragging their way to a quiet seat; weary fathers, their pipes in hand, smoking with comrades; sweethearts, finding their trysting place. The noise of the great city was muffled at the bank of the river, and the ever refreshing winds were felt, if anywhere, here; and on all the moon shone down as free as on the Four Hundred in the favored part of the city.

Surely Sarah would be safe here, away from the foul odors and the evil saloons a few blocks distant. The Lady of the Settlement House peered into each child's face, but the little "hunchyback" was not among them. It was useless to look for her. She was lost, as one can only be lost in the heart of a great city.

Suddenly a crowd gathered, pushing and bustling. A child's voice rang out clear as a bell, "My Gal's a Highborn Lady,"—and then on and on, in song after song, of the waltz dance hall order. Coarse laughter followed quick on each, applause and cheers hurrying on the child to do her best at her first.

After an instant's hesitation over the uselessness of such interference, the Lady of the Settlement House walked into the crowd and said a few words to Sarah. The child wrinkled her brow and with a questioning look said, "Oh, it's you! 'Come over to your house?'"

A derisive laugh from some loungeer rounded its note of opposition.

"Don't yer go, Sarah; don't yer go back to us," and pennies rained into the child's hand from the crowd.

In an instant the child of ten was a grown woman. The love of power was in her, as in any belle of the ballroom. The keenness of her insight was startling. She was perplexed, but she must assert herself. Immediate action was necessary. Something troubled her. That "kindergarten" lady was in the way. She didn't belong on the street corner; that throne of power Sarah claimed as her own. She cast a quick glance each way from her black eyes, then, wheeling on the intruder, she

shook her small finger and said, with an air of command tinged with unconscious courtesy: "You go home. I'll be over in a minute."

Having thrown this anchor to windward she turned back for a last fling with her comrades.

Another popular dance song swung its measures on the cool evening air, the motion of many feet keeping time to the coarse words.

The Lady of the Settlement House turned away saddened. For the moment the futility of her work overpowered her. Would the child come? Had the clean tenement, the new neighbor across the street anything to offer in place of such boldfaced admiration and excitement?

As she entered the settlement house the cozy living room seemed more attractive than ever before to her, with its simple furnishings, harmonious in tone, good pictures on the walls and growing plants. The white, glistening keys of the open piano were tempting. In an instant the street was forgotten and the sound of revelry were drowned in the wordless songs of Mendelssohn.

Presently she was aware of some one near her and then came the touch of a small hand.

"Hold on a bit; what's that yer givin' us—dumb singin'? I watched yer lips all the time, but yer never said nothin'. Go on, it makes my back feel better—it aches awful bad tonight."

The child's face had changed; the excitement of the street had disappeared. Her flushed cheeks were now pale, the light in her dark eyes had gone out, and in its place was a dumb pleading, a hunger which none but a mother's love could fully satisfy.

A few days later the Lady of the Settlement House interviewed Granny Stepniak with a view to taking over the charge of the child and providing her with proper medical treatment, but found the old dame obdurate and intractable. She stood in the midst of her disordered washtubs and shook her fist, thus emphasizing her Russian dialect. The interpreter, a good natured neighbor, softened many of the curses before they were made plain to the visitor. It was no love for Sarah that kept the woman from granting permission to take her to the hospital. She knew the money's worth of the hunchback, and

recognized that a cure would lessen her market value, and place the child beyond her power and use.

However, the law was on the side of the proposed change, and, best of all, so was Sarah. She stood in the midst of the curious by-standers, each of whom volunteered an opinion.

"Hospital!"—"Bad place!"—"Never come back!"—"Cut up!"—"Killed!"

Nothing seemed to startle Sarah, or daunt her courage. She whirled and faced them all, and, shaking her finger at them, said:

"Go home, the whole o' yer. Granny, I've told yer before I wouldn't stan' yer, and I won't now." Then with a sudden transition from despair to submission she answered, "I'll be ready at noon to go to the hospital," and out of the house she flung, to make sure that force should not detain her.

At the hour appointed Sarah was in a kind neighbor's care. She had housed the fleeing child many times before, fed her, and even clothed her. The neat gingham dress, clean underclothes and simple hat—the first time she had ever been seen in a hat—transformed the little waif and made her look more childlike.

The ride to the children's hospital was a long one. Nothing escaped Sarah's attention, from the kind trolley conductor, who lifted her gently out of the crowd, to the passing show, which held her speechless, as street after street of stately houses, flowering windows and fine equipages met her wondering eyes. The only time she spoke was when the fares were collected and then she looked anxiously at the strange pocketbook and said:

"Will there be enough?"

It was free day for the crippled little ones. The door of the out-patient department of the great hospital swung wide open as the children came out, some with parents, others with brothers, sisters or friends.

Sarah took it all in as she wandered at will through the large waiting room, gazing curiously at the different children, and talking most familiarly with the white-capped nurses.

After a two hours' wait the dressing room was free. The nurse took off the little clothes, and Sarah was ready for the surgeon. The broken back lay exposed like

a gnarled and twisted tree trunk. The child was on familiar terms at once, as the strong, kind face of the doctor bent over her.

"Look me all over, Doc. an' do the best yer kin."

The decision of the doctor was brief, and his words were final.

"Crippled for life," was the verdict, but it never reached Sarah's ears. She was sleeping sweetly in the nurse's arms, tired out from the long wait for her turn.

A year later, as the steerage passengers of one of the great ocean liners were pouring into the enclosures of Castle Garden, a Polish Jew pushed and huddled his way through the throng. Israel Stepniak had come back from Russia. The wife, Leah, had died in the far away home town, and Israel and little Boab were returning once more to the great country where money flowed so freely.

"Vat we do, fadder?" little Boab questioned. "Go find Sarah?"

What was the child saying? "Find Sarah?" What for? Was she not a useless cripple?

"Sarah sing for Boab, fadder?" The child had struck it. Sing she could, and like a bird set free on a spring morning.

Why not have her sing for money? Israel Stepniak fell into a day dream, while little Boab trudged on beside him.

Not many days passed before father and son were knocking at a low door in one of the blind alleys of Leverett street. A sharp faced woman opened it and peered out.

"No," she snapped in response to the request if Granny Stepniak were at home. "She's a deader—laid off last spring. The little hunchback's bundled off to some of your new fangled hospitals."

Israel and little Boab turned away. Only the recording angel knows whether one thought or feeling of kinship stirred their hearts. They themselves were homeless, sick at heart and hungry.

As for Sarah—she did not need them. She had never known what care, protection and love meant in a child's life until the cozy Cottage Hospital among the hills took her into its shelter.

Winter, with its mantle of glistening snow, and Christmas eve, with all its mystery, had come to Sarah. The house mother had gathered her small group of children around the open fire in the home

m. The story was told of the star in East, the cradle in Bethlehem, the loving love of motherhood, the wise men with their rich gifts, and the meaning of the birthday of the Savior of all mankind. The children's eyes glowed as the marvelous tale was unfolded to them. Sarah stood apart from the others, looking out into the dark night and watching the bright stars twinkling in the sky, thinking hard, all the while of the wonderful story she had heard. "The Star of Bethlehem," she murmured, "is my star."

When Christmas morning dawned Sarah's turn had come most surely. Was it Maryland, she thought, as the big doors opened back and the children gazed upon a light which fairly took their speech away. The living room had been transformed in the night by the many nurses into a forest of pine boughs, roped with evergreen, and glistening leaves and bright red berries. The holly completely screened all the walls and windows. In the center of the room stood a spreading tree, stately and tall, reaching to the very ceiling. Hundreds of little lights shown out from every twig, glistening snow drops seemed to sparkle on the pine needles, and the child wondered what were those shining baubles and hearts and fruits and flowers that were part of each branch, and who were those marvelous beings, tucked away so snugly in the green boughs, dolls dressed like berries and live babies, and real grown up ladies. Books filled with gay pictures looked out at her. Dolls' cribs, chairs, trunks, everything that belonged to happy childhood that wonderful tree seemed to hold within its great sheltering arms.

When it dawned on the little invalids that the tree was actually shedding its precious belongings into their own small laps, a shout of joy went up that was seldom heard in the hospital ward.

Suddenly a child's voice was heard singing, above the hubbub. Sarah had spied the golden star on the pinnacle of the tree. Her voice had grown in strength and melted in sweetness, and her happy soul came out in the words of the Christmas carol:

Shine out, oh, blessed Star,
 Promise of the dawn.
 Glad tidings send afar,
 Christ the Lord is born.

"Yes," she cried. "It is my star, the Star of Bethlehem!"

The Christmas tree had apparently been stripped of all gifts and the nurses and children had wandered into the corridors, the latter to play with their newly acquired treasures and the former for a quiet chat before the last stroke of the gong should sound the children's bedtime.

Sarah lingered behind the rest, intent on watching the final flicker of her star high up on the topmost branch of the tree. "Oh," she murmured to herself, "if the star would only come down to me. I wonder if I shake the tree softly it might not drop, drop way off, down into my lap and I could hold it and perhaps keep it for my own. In the carol it says, 'Blessed Star, promise of the dawn!' What does dawn mean?"

Sarah was lost in thought and her active brain was at work over the problem of steadying herself with her crippled back in order to dislodge the shining star from its high perch with one of the long poles near at hand. Suddenly a warm body pressed against her and turning from the tree she looked into the flushed and eager face of the baby of the hospital, little Francis, the three year old pet of all the nurses.

"See the dolly by the star high away, can't weach it," said the baby. "Francis loves dollies," and throwing his strong well knit little body with all his force against the tree he strove to shake the overlooked doll from its branch. The stately tree did not move but a bright light like the flash of a meteor seemed to spring out of the dark green branches and quickly enveloped the child. Sarah took it all in at a single glance. Little Francis was on fire, his thin white frock having come in contact with some unnoticed smouldering candle. Not a sound escaped from Sarah's lips, nor did she hesitate a moment. Lifting her woolen skirts she literally enveloped the baby and throwing her long thin arms around him she covered him completely—as an eagle might cover her young, and fell with her precious burden to the floor, senseless. It had all happened in an instant and no one had taken in the tragedy, but the sound of the fall brought the nurses to the scene.

Baby Francis was creeping out from under the huddled form of Sarah, more frightened than hurt and cried out, "Me want dolly on tree. Sarah not get dolly for Francis."

The nurses' comprehension was quick, for Sarah did not move, and closer examina-

tion showed the injury done the crippled back by her effort to save the burning child. As the nurse bent over to listen to the weakened heart, Sarah opened her large, questioning eyes and turning feebly toward her hummed the next few lines of the favorite carol.

"Far through the shining sky
Angle voices call—"

"Tell me the last verse," she almost whispered as her tones grew weaker. "You know it begins,

'Hail to the Holy Child.'"

The whisper ceased. Sister Agatha bent close to Sarah's ear and sang softly the closing lines.

"Hail our Lord and King,
Wise men and shepherds mild
Eager tribute bring."

As she lingered on the last words the small head fell back, the speaking eyes opened in a look of happy surprise and the little body grew limp and lifeless in her arms.

Sarah had rendered her tribute of the greater love.

THE DOH-DOO FAIRIES

NEW MUSICAL PLAYS FOR THE KINDERGARTEN

BY J. VAN BROEKHOVEN

SERIES III



AFTER the class has become familiar to a certain extent with the three tones of the scale Doh, Re, Mi, so that the children will be able to imitate the pitch of these three lower tones of the scale of D major, when the tones are sounded on the tubes, bells or piano, the other tones of the scale should be introduced, as being the voice of the different members of the Doh-Doo fairy family—Doh, Re, Mi, Fa, So, La, 'Ti, and ending with the higher tone, representing fairy mother Doo. If the class is large enough each child can be asked to take one of the fairy names, and the teacher may represent father Doh, and mother Doo, or any of the other fairies not assigned to a child.

There are many ways in which a useful musical play can be invented by the application of these eight tones to an interesting exercise, in which ear-training, tone-memory, and various psychological influences can be developed. A child's auditory perception is most keen at this

early stage of its existence. It learns to know perfectly the sound of its mother's voice, and continually exercises its hearing faculty in every sound it utters, even at the age of three months. In fact the child's hearing is far more acute in its early life than at a later period, when it begins to perceive things with the eye and other senses. But the ear ever remains very sensitive to impressions, and if this fact is well understood and the proper exercise employed to cultivate more judiciously and properly the sense of hearing at this early stage, the child's auditory nerve will be stimulated to greater attention and activity by a training combining two functions: the physical and mental. This is obtained by these simple musical plays. But their practical value depends on the proper and progressive application having in view the greater cultivation of the ear to a finer phase of discrimination.

After the class can reproduce a tone sounded on the tubes, a piano, or by the voice of the teacher, each child should be given a tone and its fairy name to memorize. So that when the teacher sounds a particular tone the child having this particular tone should answer by singing the fairy name and its pitch. To do this the child must be made familiar with its own tone, and be able to recognize it or its own fairy tone when the tone is sounded. This requires some practice, but the proper kind of a teacher who understands the subject, and is able to interest the children in a play of this sort, will have no difficulty in achieving excellent results. It is a more difficult matter to call a particular musical fairy without sounding the tone and have the child who represents this fairy answer by singing its fairy name in the exact pitch of the tone located in the scale. And yet this can also be achieved. If a child can recall the sound of a voice, or recognize an object by its sound, it can also acquire the fine distinction of being able to conceive the sound, recall its name, and produce its pitch. I would advise any one who is inclined to apply the suggestions here presented, to continue the exercise just described until the child or class has acquired a sufficient ear training to be able to produce the name and pitch of the tone called for by the teacher. It must be emphasized that in an exercise of this nature the greatest attention of the class

demanded. The teacher should therefore employ every possible device to get the child's attention by arousing his curiosity as to which tone will be sounded. If a teacher can fix the children's attention towards the anxious expectation of the tone to be sounded, the child's whole mental state is in a state of receptivity, and the psychological effect of the tone heard will be enormously increased in educational value. The child is not only expecting its own tone—of which it is trying to be conscious, but it also gives its attention to tones which are not its own tone. The whole mental attitude is thus one of wide-awake discrimination. And such an attitude is hardly to be aroused by any other sense perception than that of delicate hearing. Furthermore, this playful exercise serves as a training in will power, ambition, concentration, and keenness of perception; associated with class work in which the individual child has an opportunity of exercising its powers without coming in sensible comparisons with other children. The valuable phases here pointed out are but a part of the many that a good kindergartner, bringing but a nominal musical training, could employ with most excellent and satisfying results.

A CHRISTMAS CAROL

In an Infant's School, it is advisable to devote the month of December up to the idea of Christmas and all its associations. Many of the children in Council Schools are very poor, and have little chance to catch the full Christmas spirit at home, or share in the Christmas joy. We therefore provide for them as fully as we can in school. Nature study is amply provided for by the subject of evergreen trees, shrubs, and plants. The fir, pine and yew trees; the holly with its prickly leaves and shining scarlet berries, which provide the birds with a Christmas feast; the climbing ivy; the historic mistletoe with all its old associations—all these will be brought under consideration. Such subjects as these provide excellent material for brushwork, drawing and clay-modelling. It is a good plan to let the children make Christmas cards for their parents, by painting or coloring (according to their age and ability) some simple subject on cardboard or stout paper.

Hans Andersen's story of "The Fir Tree"

is a very good one for the last week of the term. Previous to this the older children might take "Baldur the Beautiful" as a continuous story. The teacher should not content herself with reading it in a shortened prose form, but should also read Matthew Arnold's poetic version. The shortened form as found in *In Nature's Storyland* and *Nature Myths and Stories* (see p. 17) will be found useful as an epitome of the subject. "The Porcelain Stove" and "Piccola" (*The Story Hour*) will be much appreciated by younger children as well as by the older ones.

There are many suitable recitations in *Little English Poems and Books* for the Bairns, Nos. 84 and 104. Books Nos. 10, 22, 70, 106 and 118 also provide good stories for Christmas time. The well-known "Hang up the Baby's Stocking" is a very favorite poem.

All the children will enjoy playing a Santa Claus game, of which there are many versions in various books; I may mention especially the one in Miss E. Poulsson's *Finger Plays*. Christmas hymns and carols should be taught; the rooms should be decorated with evergreens, flags, paper chains, etc. If possible, Christmas puddings should be made. In the writer's own school last year, twelve large puddings were made, the children providing the whole of the ingredients. Almost every child in the school brought something, even if only a scrap of sugar in a twist of paper, or a few bread-crumbs. An egg was a great gift, as eggs are so scarce at this time of year, but we had plenty brought by individual children. They were so proud to make their own puddings, in their own classrooms, with their own materials; and, speaking from personal experience, I can say that if the proof of the pudding is in the eating, they were very good and creditable productions for novices in the art of cookery.

A Christmas tree is also provided for the children by the staff, who give an annual dance to raise the necessary funds. This is the day of the year to the little ones, and an orange, a stocking filled with sweets, and a simple toy is provided for each one. I cannot prescribe a better tonic for one's own Christmas than providing such a treat for the children who are under our care. A full account of how Christmas is kept here will be found in *Child Life in Our Schools*, published by George Philip & Son.

SUGGESTIONS FOR DECEMBER

LILEON CLAXTON

"Merry Christmas to you,
Merry Christmas to you,
Merry Christmas, dear teacher,
Merry Christmas to you."

From our November thought of gratitude the children can naturally be led to a desire to serve. The thought of December then will be Service. What can the children do to help? Mother has worked. Father has labored. The farmer has been faithful. Now the children can do something. They will be the "Helper" of the month. They can be led to see by the stories how they can serve. They will make real gifts for their friends. **Giving** rather than receiving should be the view point. A special effort should be made by the teacher to abate the Santa Claus excitement. Santa is certainly the symbol about which the joy of the holiday centers for the children but they get that everywhere they turn. It is for us to present the more beautiful idea in the kindergarten. We do not banish Santa. We laugh about him. We talk about him. We enjoy him but we do not devote our entire thought to him. We try to lessen the overstimulation of the month for the real good of the children.

Teachers are apt to attempt to make too many gifts and to have them too elaborate. Few and simple should be the watch words. The real joy of giving and receiving is the love expressed by the gift. Let us keep the thought of loving gifts clearly before the children. Something for father, mother, grand-mother and the baby. A remembrance that all help to make for the janitor of the school. A piece of co-operation work for the principal. These are all that should be attempted. The work should be such that the week and the few days preceding Christmas will be all the time that is necessary for the making of the gifts. The tree decorations will be done at any time during the month.

Our books are full of stories and songs of the season. Still, let us remember that it is thought by many experienced workers that one new story a week is as much as should be presented. That the children cannot learn more than one song a week is certain. The teacher may sing to the children the glad tidings in as many carols as she wishes. They are beautiful and will be

inspiring to the little souls. But let us be careful that the children too can sing one or two of these **correctly** for this will be one sure way to spread the Christmas joy. Can you see the baby in the center of a group of loving relatives as she sings the angels' message?

While the subjects chosen for the month have songs relating to them, still the Christmas carols could be sung throughout the month as this is an opportunity to present some of the most beautiful music that we have in the kindergarten.

Some teachers have the Christmas tree in the kindergarten several days before the festival. The children dance around it, talk about it, enjoy its natural beauty and finally help to trim it! Other teachers prefer the burst of excitement when the children behold the tree in all its glory laden with stars and lanterns, chains and gifts! In any case we will save our trees after the celebration for future enjoyment. When we return after the holidays the pine needles can be picked from the twigs. The twigs saved—but that is another story. During December it is almost certain that we will have snow. The first day of the snow should be devoted to it but no detailed study of it should be attempted until January. If for any reason the direct subject of Christmas is not taken up in December the outline will be found to have enough suggestions for the month aside from it. The thought of Service is good for any month of the year but follows naturally the work of November. Instead of placing the hand work connected with Christmas in any one week, a list of presents and tree decorations will be given. These will be made at any convenient time during the month. If they relate naturally to the subject in hand very well. If they do not the uppermost thought is Christmas and they can be appropriately done at any time. Because of these special lines of work requiring so much time there are fewer suggestions along the regular lines.

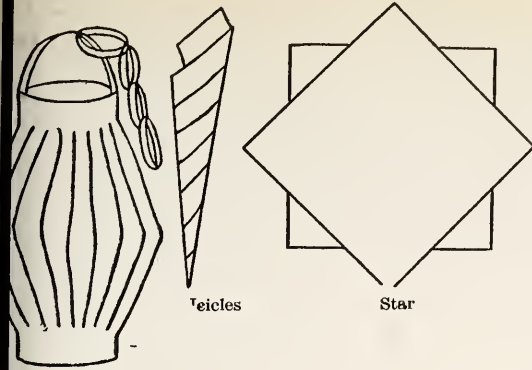
TREE DECORATIONS

Star—Made by pasting together two gold, silver or yellow squares of folding paper.

Icicles—Use a silver folding paper. Roll from one corner very tightly.

Cornucopias Paste a scrap picture on a square folding paper. Roll and paste

with popcorn or candy.



Lantern—Use a red or green, gold or silver folding paper. Cut off a strip for handle. Fold one diameter. Slash from one diameter to within a half inch of the edges. Open and paste on edges not folded diameter. Add handle and a short paper chain.

Chains—Make chains of gold, silver, red or green strips. Children should be able to cut strips from folding paper.

String—

1. Pop corn..
2. Straws and cranberries.
3. Straws and parquetry.

Bells—Take a circular folding paper. Cut out the center. Cut again to the center near the first cut. Remove the piece. Paste two opposite edges together. Hang on a string.

CHRISTMAS PRESENTS

Needle Case—Take two circular sewing cards. Let children paste a madonna or a rap picture on each. Fringe a square of cotton flannel or woolen goods for needles. Teacher fasten together with ribbons or pool.

Blotter—

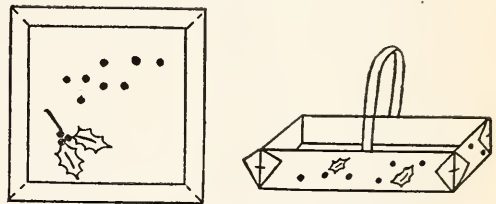
1. Teacher cut cardboard the shape of blotter and fasten to the blotter with ribbon. Children paste a picture on the cardboard.

2. A combination blotter and calendar can be made by letting the children paste the calendar on a bell cut from green blotting paper. If the children are advanced enough they could make the bells from stencils of a Christmas bell. However, if they can not do it well enough the teacher may do it at this special season as the work to be more permanent than at other times.

Pin Tray—Paint or draw with crayons border on either side of a large square



sewing card. Cut in about one inch on each diagonal. Fold edges from cut to cut. Turn card over. Fold back each corner, making two small triangles at each corner. When the teacher has fastened the corners together they will look somewhat like butterflies. Add handle if desired for a basket. More decorations can be placed on the sewing card if the children are equal to it. For instance, holly berries could be scattered all over both sides, drawn, of course, and a few holly leaves. In that case a red border on one side of the card and a green one on the other would be effective.



Match Scratcher—Let the children cut large stencils of Teddy Bears standing erect. Color bear brown. Teacher cut aprons of sand paper. Children paste aprons on Teddy Bears. Can be hung on a brown string or nailed to the wall. If the children are saving the animal stencils for the animal book two of these bears could be made and one mounted on a page of the book. Let the children draw a solid brown mass for the floor and draw a stick in the extended paws. No apron would be necessary. The children might draw the man guiding the bear by the chain, as often seen in the streets.

Shaving Paper—Select a cardboard the size of a sheet of shaving paper. Paste a picture on it or a star such as was described above, or a parquetry design done in red and green, or green bells cut from folding paper, or scatter the little gold stars used to indicate records in card games. Fringe a dozen or so of various colored squares of tissue paper. Teachers fasten papers to the back of card with ribbon, etc.

Calendar—Mount a large mat on a cardboard if your children can weave. Paste calendar in one corner. If no mats are made a picture can be pasted on the cardboard and the calendar placed in the corner. Teacher add ribbon for hanging.

Picture Book—Let all the children help to make a picture book for some institution for children well known to them.

Dolls—Dress clothes pins for the baby's present. They can be Red Riding Hoods. Take a circular piece of red crepe paper large enough to extend from top to toe, when folded. Fold one diameter. Tie this over the head of the clothes pin. Teacher draw the face and help to ruffle the edge of the cape.

Toy Rocking Horse—Make two stencils of a horse on a rocker. Color the horse black and the rocker red. Make a small, square box for seat. Color box red before pasting the corners. When box is finished turn upside down and paste between the two horses for a seat. The box is firmer than a piece of paper folded for the seat. Add reins for the driver.

FIRST WEEK

Subjects For Morning Circles

1. Evergreens.
 - (a) Pine and cones.
 - (b) Hemlock and cones.
 - (c) Holly.
 - (d) Mistletoe.
2. Securing the Christmas tree.

Stories

Why the Evergreen Trees Keep Their Leaves.—How to Tell Stories to Children.—Bryant.

The Gourd and the Pine Tree.—For the Children's Hour.—Bailey.

The Legend of the Christmas Tree.—For the Children's Hour.—Bailey.

The Pine Tree.—For the Children's Hour.—Bailey.

Story of securing the tree in the woods, sending to the city, going to the store keeper to get the tree.

Rhymes.

The Drum.—Eugene Field Reader.

Songs

A Wonderful Tree.—Songs and Games for Little Ones.—Walker-Jenks.

Games

The Trees.—Mother Play.—Froebel, Blow edition.

Sleighing.—Jingle Bells.—College Songs. Skating.—Merry Songs and Games.—Hubbard.

Musical Ball—Hide ball when one child is out of the room. Let the music direct the child in finding the ball. "Hot and cold" as used in parlor games is indicated by loud and soft music.

Dramatization

Securing the tree.

Direction of branches of different trees with arms extending upward for the elm tree, stretching outward for the maple tree, drooping for the pines.

Rhythms

Chopping trees.

Hauling the trees.

Unloading the trees from the train.

Walks or Visits

To the parks or woods or private residences to see evergreen trees and hedges. Visit a holly tree if possible. To the florists to see holly branches and mistletoe. If these are not in the market the trees can be the subjects of the talks and the holly, etc., will be seen later.

Illustrative Material

Pine and cones.

Hemlock and cones.

Holly.

Mistletoe.

Pictures of evergreen branches, trees, forests in summer and winter, and a picture of a logging camp.

Gifts and Occupations

Sticks—Represent evergreens with branches in different positions.

Second Gift—Wagon for hauling trees. The uprights can represent logs, etc.

Fourth and Fifth Gifts—Represent buildings of previous weeks.

Drawing—

Pine tree.

Pine trees on snowy hill side.

Illustrate story work.

Cutting—Pine tree.

Peg Boards—A forest of evergreens.

Sand.—Represent a forest of evergreens with cones under the trees, deer running about, a pool of water with fish in it surrounded by mossy banks and rocks scattered here and there. Sprinkle cotton on the trees to represent snow. This will emphasize the idea of green trees in winter.

SECOND WEEK

Subjects For Morning Circles

1. Toyman.
 - (a) His shop.
 - (b) His wares.
2. Toys.
 - (a) Toys in the kindergarten.
 - (b) Toys from the homes.

Stories

Mary Contrary's Doll Bed.—Mother Goose Village.—Bingham.
 Little Cosette, from *Les Misérables*.—For the Children's Hour.—Bailey.
 The Brave Tin Soldier.—For the Children's Hour.—Bailey.
 Jack and Jill's Birthday Dolls.—Mother Goose Village.—Bingham.

Rhymes.

With Trumpet and Drum.—Eugene Field's Reader.
 Toyman.—Mother Goose.

Songs

The Toyman.—Holiday Songs.—Poulsen.
 Baby's Horses, second verse.—A Baker's Dozen for City Children.—Valentine-Claxton.
 Honk! Honk.—Song Primer.—Bentley.
 See Saw.—Songs for the Child's World.—Gaynor.

Games

The Toyman.—Holiday Songs.—Poulsen.
 Baby's Horses.—A Baker's Dozen for City Children.—Valentine-Claxton.
 The Toy Shop—Play the game called "Little Travelers." Children visit the toy shop. Buy a toy, all buying the same toy. Return to show the children on the ring what they have by acting its activity. Children guess the name of toy and all play with same toy. The children in the ring remain there while the others go around on the ring, all acting out the thought as the piano indicates the rhythm.
 See Saw.—Small Songs for Small Singers.—Niedlinger.
 Dancing Dollies.—Play a jig or waltz or two-step while the children dance freely about the room in groups, pairs or singly. Change the music occasionally to see effect on the dance.
 Tin Soldiers.—Have a leader or captain and his soldiers, all very stiff jointed.

March, salute, bow, etc., in doll fashion.

Sense Game.—Hearing. Blindfold one child. Have another call his name. The first must guess who called. He has three chances. If he guesses correctly the others applaud.

Dramatization

Toys such as Teddy Bears, barnyard animals, sleeping dollies, talking dollies, etc.

Toyman selling his wares to the children.

Rhythms

Dancing bear.
 Dancing doll.
 Rocking horse.

Walks or Visits

Toyman's shop. Each child should spend a penny if possible.
 Cabinet of mechanical toys in the school.
 Possibly a mother will invite the children to play in her home with her child's toys.

Illustrative Material

1. Toys of all sorts. Keep the simpler ones before the children.
2. Pictures of toys, children playing with toys, toy shop, etc.

Gifts and Occupations

Explain to the children that kindergarten gifts are toys that the children can make something with. Have free play most of the time, but let the children tell what they make. Let them reproduce toys with the gifts as a doll's bed or table with the Fourth Gift. A house with the Fifth Gift. A wagon with sticks and tablets. The teacher could put together a very simple picture puzzle some morning in the circle to help to show how parts make the whole in the toys the children have at home.

Drawing, Pasting, Cutting.—The rocking horse described before.

Dolls.—Clothes pin dolls described before.

Drawing—
 Simple toys.
 Toy shop.
 Toy man.
 Clay—
 Wheels.
 Balls.
 Soldiers.
 Sand.—Toy shop.

THIRD WEEK**Subjects For Morning Circles**

1. Santa Claus.
2. Reindeer.
 - (a) Appearance.
 - (b) Fleet of foot.
 - (c) Adapted to cold climate.

Stories

Santa Claus and the Mouse.—In the Child's World.—Poulsson.

Mrs. Santa Claus.—For the Children's Hour.—Bailey.

Rhymes.

'Twas the Night Before Christmas.

Songs

Santa Claus.—Song Primer.—Bentley.

Santa Claus.—Finger Play.—Poulsson.

A Letter To Santa Claus.—Songs of the Child World.—Gaynor.

Santa Claus.—Song Echoes.—Jenks-Rust.

Games

Santa Clause.—Song Echoes.—Jenks-Rust.

Hurrah For the Sleigh Bells.—Song Echoes.—Jenks-Rust.

Like the Ball, We Move Around.—Songs and Games for Little Ones.—Walker-Jenks.

Sense Game.—Feeling. Use toys. Second verse of Game for the Senses.—Song Echoes.—Jenks-Rust.

Dramatization

Ringling chimes.

Santa Claus.

Rhythms

Running like reindeer.

Ringling chimes.

Walks or Visits

To the shops to see Santa Claus.

To the park to see reindeer.

To other class rooms to see preparations for Christmas.

Illustrative Material

Toy Santa Claus, reindeer and sleigh.

Pictures of Santa, Christmas eve, Christmas morning, reindeer.

Gifts and Occupations

Third and Fourth Gifts—

Santa's sleigh.

Chimney.

Fireplace.

Fifth Gift.—Santa's home.

Sand.—Represent Santa in sleigh on stretches of snowy hills.

The things which have not yet been made for Christmas will be made during the remaining days of the month.

FOURTH WEEK**Subjects For Morning Circles**

1. Loving Gifts.
2. Christmas.

Stories

Ludwig and Marleen.—A Kindergarten Story Book.—Hoxie.

The Lost Comb.—A Kindergarten Story Book.—Hoxie.

The Brownies.—A Kindergarten Story Book.—Hoxie.

Little Servants.—In the Child's World.—Poulsson.

Nancy Etticote's Ring.—Mother Goose Village.—Bingham.

The Old Woman's Christmas Tree.—Mother Goose Village.—Bingham.

Christmas in the Barn.—In the Child's World.—Poulsson.

Piccola.—In the Child's World.—Poulsson.

The Star Dollars.—How to Tell Stories to Children.—Bryant.

The Christmas Story.—Bible, St. Luke.

The Legend of St. Christopher.—For the Children's Hour.—Bailey-Lewis.

Tiny Tim.—For the Children's Hour.—Bailey-Lewis.

Rhymes.

"Little Gifts Are Precious."—In the Child's World, page 107.—Poulsson.

Wee Willie Winkie.—How to Tell Stories to Children.—Bryant.

Songs

Merry Christmas Has Come.—Kindergarten Chimes.—Wiggin.

Christmas Carol.—Kindergarten Chimes. Wiggin.

The Chimes.—Song Primer.—Bentley.

Shine Out, Oh Blessed Star.—Songs and Games for Little Ones.—Walker-Jenks.

The Air is Filled.—Songs and Games for Little Ones.—Walker-Jenks.

Little Jack Horner.—School Songs.—Novellr.

Christmas Lullaby.—Song Stories.—Hill.

Christmas Carol.—Songs of the Child World.—Gaynor.

Games

Christmas Tree Dance.—Have a dance around the tree similar to the May pole dance.

Hide and seek.

London Bridge.

Bean Bag.

Game of the Senses.—Seeing. Use toys.

Merry Songs and Games.—Hubbard.

Dramatization

Christmas eve and morning.

Walks or Visits

The shop to buy Christmas tree andolly.

To the train to see trees being unloaded.

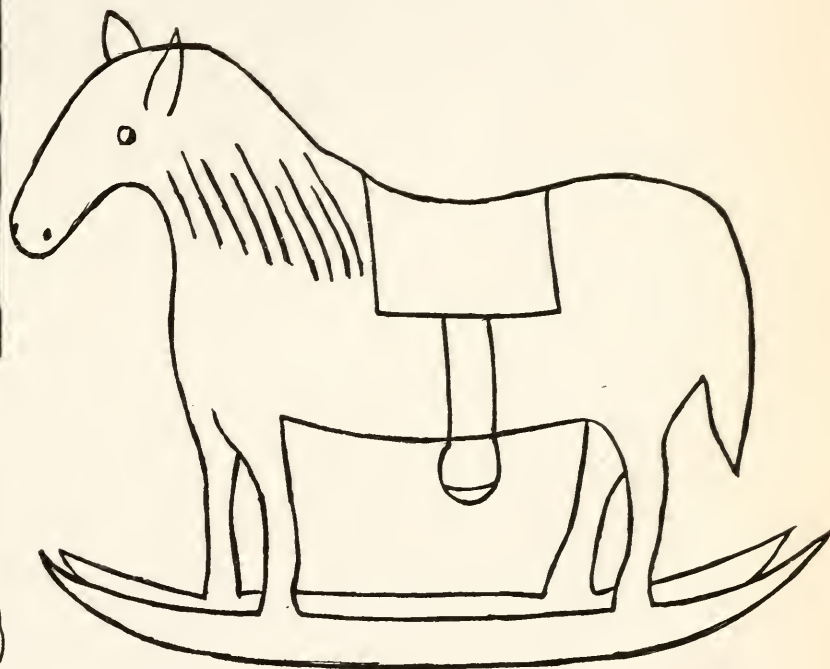
Illustrative Material

Pictures of Christmas eve and morning, stories illustrating family gatherings, etc.

Gifts and Occupations

The gift work will be a summary of all that has gone before. Let the children choose material and name the things they wish to construct.

Occupation work will be the completion of preparations for the festival.



THE CHRISTMAS STOCKINGS

MARY LOIS LOUDON

Five little children of various sizes, one the very smallest child in the room, each carrying a stocking, holding it before them.

A fire place and mantle could be suggested by the use of dark red cardboard. The cardboard on which a fire place is drawn could stand in front of the children reaching just to their chins and the stockings held just over the edge by one hand. Children recite together:

Before the children went to bed
They hung us stockings up and said,
"We've hung you up all in a row
For Santa comes tonight, you know."

First Stocking:

"The thing I'd like the most," said Ned.
"Would be a double runner sled."

Second Stocking:

"And I would like in mine," lisped Beth.
"A very pretty brand-new dreth."

Third Stocking:

And Jack said, when he hung me here
"Bring me a drum, please, Santa dear."

Fourth Stocking speaks as softly as can well be heard:

And Amy whispered, "When I look
I hope to find a story book."

Fifth Stocking:

Said Ruth, "Just anything at all
I'm still so very, very small."

Recite together:

And then we stockings laughed and said,
"Amy and Beth, Ruth, Jack and Ned
What Santa brings we'll safely keep
Now hurry off and go to sleep."

CHRISTMAS FESTIVAL

Prepared by
PLAYGROUND COMMITTEE OF THE ASSOCIATION OF NEIGHBORHOOD WORKERS
TABLEAUX, SONGS AND DANCES

Part I Roman

CHRISTMAS SONG

(Adestes Fidelis)

(Solo or Chorus behind scene)

In all ancient peoples,
From the world's beginning,
Rejoicing came with worship
At Christmas time:

Worshipped they the Sun God,
Worshipped Mother Nature,
In joy of coming sunshine,
In joy of hoped-for harvest
In joy of promised fortune,
For all mankind.

FATHER TIME SPEAKETH

Here am I—Father Time—stopped in my flight,
Staying to show you some pictures tonight—
Pictures quite foreign and pictures of home—
Of Christmas Past—Present—and Christmas to come.

Not Dickens' Christmas, nor Biblical solely,
Not too Saturnalian, Druidic nor Holy;
But look for yourself—we begin, as you see
With a Festival Pagan—the Sun God—that's he!
I.

(Curtain rises, shows Sun God, priests, etc.)
Enter procession

SONG

(Onward Christian Soldiers)

See us marching! Singing!
Father of the light!
See us bowing, bringing
Tribute rich and bright.

We bow, we bow to the Golden Sun —
(slow) In the hope of the years unfolding,
His heat and light make the harvest bright
And wealth for the hearth and holding!

We dance, we sing for the shining King—
Our hopes and desires we are voicing.
(faster) 'Tis a day to be gay and frisk and fling—
(repeat) For the Sun God gives rejoicing

Boys and girls (13-14 years). Number 8 to 20.
Color, yellow and gold.

Sun worship, tableau and dance.

Music—Exotische Minor music—India, part 1,
page 3.

- (1) Movement—processional.
- (2) Movement—Salaam with gifts.
- (3) Movement—Slow turning dance, increasing speed to wild saturnalia.

(Altar of table draped with white cheese-cloth and green garlands. Sun God seated above, and behind incense burning on altar.)

Part II Scandanavian

CHRISTMAS SONG

In all ancient peoples,
From the world's beginning,
Rejoicing came with worship
At Christmas time;
Worshipped they the Sun God,
Worshipped Mother Nature,
In joy of coming sunshine
In joy of hoped-for harvest,
In joy of promised fortune,
For all mankind.

(FATHER TIME)

That was the way we used to do,

And we are at it yet.
We bring some presents, it is true,
But rejoice in what we get!
Tribute, sacrifice and gift
Have one old sin besetting—
Offerings we meekly lift—
But we think of what we're getting!
Now we leave that golden scene
For the forest cool and green—
Father Sun and all he's worth
Now give place to Mother Earth;
Mother fertile, Mother kind,
Mother that we have to mind!
People of the Ancient Wood
Worshipped fruitful Motherhood!

Tableau and dance.

Processional of Druid (Boys 14-16. No. 4 to 12).
Mendelssohn march of the Priests—trio.

Earth Goddess

Enter Druids—Tableau, etc.

(FATHER TIME)

These old men, all beards and bones,
Are the Druids of the Stones,
Many mystic rites they know—
With holly, fir and mistletoe,
Their old customs still are seen
In our wreaths of evergreen.

Enter Earth Spirits

Gnomes (boys in brown—8 to 10 years—No. 4 to 12).

Music—Reinhold Gnomes.

- (1) Entrance stealthy crouching.
- (2) Forming ring and turning tumblersaults towards center.
- (3) Springing up and dancing wildly.
- (4) Crouching and forming huddle ring in center of stage.

Enter Gnomes (with vegetables)

(FATHER TIME)

All these little folks embrowned
Are the gnomes beneath the ground
Pleasant Earth fruits they are seen
Bringing to the Mother Queen.
(Gnomes march in and stand massed on one side.)

Enter Wood Spirits

Elves—(girls in green with flickers—10 to 12 years—No. 4 to 12.)

Music—Greigs Elves.

- (1) Flit freely about stage and form ring, dancing about Gnomes.

(Flickers out)

- (2) Gnomes forming inner ring and dance in opposite direction.

- (3) Forming double ring by Gnomes—passing heads under arms of Elves, viz.

Enter Elves (with branches, flowers and flickers.)

(FATHER TIME)

Little green ones! What are these?
Elves that live in forest trees—
Leaves and flowers to deck the hair
Of the great Earth Mother fair!

Part III Christian

But we with new knowledge,
Strong in truth and wisdom,
Can see deeper beauty
In Christmas time;
See heaven around us,
See our human glory,
In love that gives and asks not,
In love that covers all men,
In love that lasts the year long,
For all mankind.

(FATHER TIME)

Mother Earth and Father Sun
Promised joy to everyone.

Ancient warships always banked
On the things for which they thanked.
But in time (that is in me!)
Came another theory—
Love disinterested—mild—
Such as we must give a child,
This we show in picture fit—
As old masters painted it.

Musical accompaniment from well-known
Christian selections—"Holy Night," etc.
Tableaux from famous paintings or stereopticon
slides.

(Music)

Chanson De Nol by Beamont with picture.
Weihnacht Album for Piano forte.

Part IV Modern (domestic, etc.)

The day that is coming,
Day of worldwide wonder
Shall make every season
Like Christmas time;
World one green garden,
Worship one with labor,
With peace and power and freedom,
With love and joy and service,
With life's supreme fulfillment,
For all mankind.

(FATHER TIME)

Now we come to modern days,
To our own familiar ways,
Affection's yearly proofs—
Mantlepieces, chimneys, stockings,
Santa Claus's reindeer knockings
On our midnight roofs.
Here are presents whose arranging
Indicates a mere exchanging—
Parsimonious plan!
Careful planning—tiresome shopping—
Family affection stopping—
Just where it began!

But the world is moving daily—
Hearts are growing—growing gaily—
Now we know the past,
Ancient worship in new reading,
Father, Mother, Child, all leading
To the best and last.

Priest and Druid, elf and gnome —
Happiness of earth and home—
Christmas widens fast—
Time is tired of your fighting—
Time is glad to see uniting—
All the world at last!

SCENE—Fireplace with stockings—father's
short (holey); with woman's gifts—hand bag,
work bag, etc. Mother's lean and long—box of
tobacco, razor, necktie. Child's—Huge, bulging.
Child gloats selfishly over each article, father and
mother take theirs out suspiciously.

Enter—Sun God, Mother Earth and child
(dressed in white with cross) in midst unobserved,
and watch mournfully the proceedings.

Enter at their bidding all the children of the
Earth—black, yellow, white of all nationalities,
with emblems.

They dance and exchange greetings.
Father, mother and child forget their selfishness
and join in the dance, bestowing gifts.

'Wish you Merry Christmas, Merry Christmas to-
day,
'Will you dance in the circle, I will show you the
way.'

Tableau.

The Kraus Alumni Kindergarten Association will
give a reception to Mrs. Maria Kraus-Boelte in
commemoration of her completion of fifty years of
work for the kindergarten cause, on Thursday

evening, the second of December at the Hotel
San Remo, Central Park West and 75th street,
New York City.

The committee has made every effort to reach
all graduates and friends and will appreciate a
notification from anyone who has failed to receive
an invitation.

HARRIET B. LETTIG,

Chairman of Reception Committee.

527 W. 121 Street, New York City.

TRAINING SCHOOL NOTES

On Thursday, Dec. 2nd, the Kraus Alumni Kin-
dergarten Association, New York, will give a re-
ception in honor of Mrs. Maria Kraus-Boelte at the
Hotel San Remo. This reception is given to
mark the completion of Mme. Kraus' (50th)
fiftieth year of work for the kindergarten cause.
The event is one of widespread educational in-
terest and many of the most prominent men and
women in New York and vicinity will be present.

The senior class of the Symonds Kindergarten
Training School gave a delightful entertainment at
the Elizabeth Peabody House, 87 & 89 Poplar
street, on Friday evening the 12th of November,
which was much enjoyed by the mothers of chil-
dren belonging to the kindergarten and clubs.

The annual fair in aid of Elizabeth Peabody House,
Boston, will be held at Hotel Vendome Dec. 4. Mr. F.
Hopkinson Smith will give a reading at Jordan Hall in
the evening.

Prof. Earl Barnes has been giving at Gertrude
House, Chicago Kindergarten Institute, a most in-
teresting and helpful course of lectures on Educational
Sociology on Wednesday and Thursday of each week
for the first term.

At the annual Thanksgiving exercises at the same
place Miss Mary McDowell, of University of Chicago
Settlement, spoke with her usual enthusiasm and in-
spiration, and Miss Johnson added to the musical num-
bers with her 'cello.

The Institute is rejoicing in the largest classes in
its history. Gertrude House is full and a large num-
ber of day students pass in and out every week. Miss
Frances E. Newton has returned to her post on the
teaching staff.

The November meeting of the Kindergarten
Union of the Oranges was held on Thursday, Nov.
18, and Miss Hofer of Teacher's College, New York,
gave an interesting talk on "Christmas Songs and
Games." The meeting was unusually well attended
and a social hour followed the lectures.

MAGAZINE BARGAINS

**Magazines will be sent to different addresses
if desired. Send all orders to J. H. Shults,
Manistee, Mich.**

Kindergarten-Primary Magazine—

With Success-Designer-Housekeeper.....	2.40
With Designer-Ladies' World.....	1.85
With Success-Designer American.....	2.70
With Designer-Cosmopolitan.....	2.20
Or American.....	
With Housekeeper-American.....	2.10
Or Good Housekeeping.....	
With Housewife-Ladies' World.....	1.60
Or New Idea.....	
With Paris Modes-Housewife.....	1.60
With Housekeeper-Housewife.....	1.65
With Woman's Home Companion.....	1.90
With Harper's Bazar.....	1.70

Kindergarten-Primary Magazine—

With Mother's Magazine-Designer.....	\$1.85
With Mother's Magazine-New Idea.....	1.70
With Mother's Magazine-Housewife.....	1.60
With Housekeeper-Mother's Magazine.....	1.75
With Ainslee's Magazine.....	2.00
With World To-Day.....	2.00
With Hampton's Magazine.....	2.00
With Metropolitan.....	2.00
With McClure's.....	2.00
With American.....	1.70
With Good Housekeeping.....	1.70

If I could fly up in the air,
I'd look all 'round for Saint
'Till I really, truly found out
where,
Old Santa stays when Christmas
"ain't."

Then I'd have presents all the
year,
And Christmas all the time,
With dear old Santa ever near,
Oh! wouldn't that be fine!

March Brothers, Lebanon, Ohio,
have an announcement in this issue
that should interest every kindergart-
ner and primary teacher. They are
well known publishers and dealers in
school aids, and are sending free a
suggestive program for celebrating
all holidays.

Better than all the Christmas gifts
Any of us can ever know
Is the gift of Jesus to the world
Nineteen hundred years ago.

This Gift brings peace where once
was strife
And turns hate into love.
He keeps us from the sins of earth
And fits us for above.

Hall & McCreary have a holiday an-
nouncement elsewhere in this issue.

I'd rather find where Santa Claus
Stays all through the year
Than any north pole ever was—
Or south—he's such a good old
dear.

A really reliable fountain pen is a
great convenience. B. Grieshaber &
Co., 84 to 90 State street, Chicago,
manufacture and repair gold pens and
fountain pens, and guarantee all their
work. Note their advertisement else-
where.

1. Every up-to-date kinder-
gartner and primary teacher uses
dyes of some kind to decorate
construction work, etc. The "Easy
Dyes" advertised in another
column possess the advantage of
working quickly and satisfactorily
on almost any surface. They are
sold at only 15 cents a tube and
come in many different colors.
Send to the American Color Com-
pany, Indianapolis, Ind.

J. L. Hammett Company, 250 De-
vonshire St., Boston, Mass., well
known dealers in kindergarten and
manual training supplies, have a new
catalogue which will be sent free to
any person interested. See adv.

Kindergartners and primary teach-
ers will be interested in the adv. of
the Esterbrook Steel Pen Mfg. Co. of
Camden, N. J., relative to pens made
especially for children of the kinder-
garten and primary grades.

The UMPIRE Fountain Pen

Pens made to suit any hand, all sizes and styles.



We repair all makes of Gold Pens and Fountain Pens.

B. GRIESHABER & CO., Manufacturers

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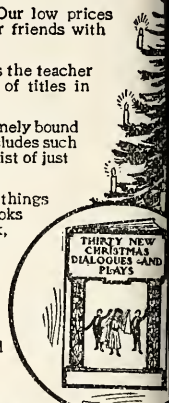
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Spool knitting is well suited for use in constructive work in the primary grades and kindergarten. It is so simple that small children can do it well. They can make articles which are pretty and which interest them, without the strain that comes from too exact work. The materials are easily obtained and pleasant to work with. The directions given are clear and easily followed.

Facing each description there are one or more photographs showing the article as completed or in course of construction.

Here are some of the articles which may be made, Circular Mat, Baby's Bag, Doll's Muff, Tam O'Shanter Cap, Child's Bedroom Slippers, Doll's Hood, Doll's Jacket, Child's Muffler, Mittens, Little Boy's Hat, Little Girl's Hat, Child's Hood, Jumping Rope, Toy Horse Reins, School Bag, Doll's Hammock.

There are also many others.

12mo. Cloth. Illustrated. \$1.00 net.

A. S. BARNES & COMPANY

NEW YORK.

BOOKS RECEIVED

"Tales of Wonder," by Kate Douglas Wiggin and Nora A. Smith, well known and popular kindergarten writers. The preceding books, entitled "The Posing," "Pinafore Palace," etc., have been much sought after. The tales are from the Persian, Welsh, Russian, Chinese, Indian, Scandinavian, and other sources. Cloth. Price \$1.50. Doubleday, Page & Co., New York City.

"The Songs of Father Goose," for the kindergarten, the nursery and the home. Verse by L. Frank Baum, pictures by W. W. Denslow. A large beautiful volume, illuminated boards, containing about thirty beautiful children songs with music and words that appeal to the little ones. Suitable for Christmas, for holidays and at any time. Many illustrations. Price \$1.25. G. B. Merril Co., Indianapolis.

"Favorite Song Pantomimes," Marie Irish. A collection of twenty-six old and favorite songs pantomimed and arranged to be acted by one or more persons. The words to the songs are included, full and complete instructions for successful pantomiming being given after each line or verse of the songs requiring a pose or expression. 112 pages. Paper. Price 30 cents. A. Flanagan Co., Chicago.

"John of the Woods," by Abbie Howell Brown. Illustrated by Boyd Smith. The story of a boy who lives in the forest as a good hermit and learns in him the secret power over wild creatures of the woods, which leads to many curious adventures and to the saving of the king's son. Price \$1.25. Houghton Mifflin & Co., Boston.

"Thirty New Christmas Dialogues and Plays," by Clara J. Eaton, Marie Irish, Laura R. Smith and others. A book of thirty new, original, bright and interesting Christmas dialogues and plays for children of all ages. The book is divided into three parts: Primary, Intermediate, and High, there being about an equal number of plays under each division. Four or five of the dialogues in verse and a few of the plays interspersed with music. 160 pages. Paper. Price 30 cents. A. Flanagan Co., Chicago.

"The Alexandrian Novels," edited "Alexander the Prince," "Alexander the King," "Alexander and Roxana." Three novels by Marshall Monroe Kirkman. The books are attractive in make-up and of high literary excellence absorbing interest. Mr. Kirkman, author of the "Romance of

Gilbert Holmes," has, from his youth, made the ancients a study, and these romances are the result. They are woven around the world's greatest men and women—Philip of Macedon, Alexander the Great, Aristotle, Demosthenes, the Cynic Diogenes, and others of that period; men and women who, though they played preeminent parts in shaping the destinies of the world, have (because of the remoteness of the period and the research involved) been neglected by writers of fiction up to the present time. Cropley, Phillips Co., Chicago.

"Central Topics in Geography," by C. A. McMurtry. A series of fifty-page pamphlets, descriptive of central topics in the study of geography, the Rhine, the Alps, etc., 10 cents each. A. Flanagan Co., Chicago.

"Quasi." Fancies for the little ones. By Marta Strubler. A little booklet of wholesome, interesting and educative stories for little children. Harnegnies & Howell, Chicago.

"Tell Me a True Story." Bible stories for the children's hour by Mary Stewart. Introduction by A. F. Schaffner. A beautiful book written for children by one who understands and loves them. It brings the spirit and meaning of Christianity down, or I should rather say, up, to their level. It is not only plain in its language, but clear and natural in its thought and feeling. 251 pages. Illustrated. Cloth. Price \$1.25. Fleming H. Revell Company, New York City, and Chicago.

"An Elegy in a Country Church Yard, and Other Poems," by Thomas Gray. Edited with introduction and notes. This is one of a series of Merrill's English Text which has proved so popular, especially in school and college work. Durably bound in cloth. Price 30 cents. Chas. E. Merrill & Co., New York City.

"Boy Life." Stories and readings from the works of Howells, arranged for supplementary reading in the elementary schools by Percival Chubb, director of English in the Ethical Culture School, New York; author of "The Teaching of English." For supplementary reading in the classroom, or for general reading, these graphic chapters written by a master of English are assured of wide popularity. The volume offers a series of pictures and episodes like "The Town," "Home Life," "The River." Price 50 cents. Harper & Brothers, New York.

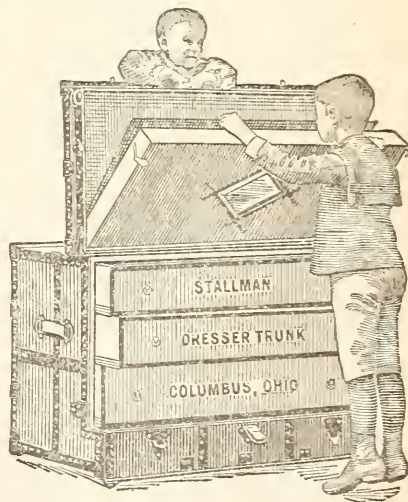
"The Complete Mother Goose," by Ethel Franklin Betts. Illustrated by the author. In this volume are over two hundred

rhymes, including all the real Mother Goose classics, which have been read to children through many generations, and also as many of the later jingles as are worthy of a place beside them. The completeness of the collection is an important feature. The eleven pictures in colors by Miss Betts are imaginative and charming, and will delight not only the children, but older readers as well. Cloth. Price \$1.50. Frederick A. Stokes Company, New York.

"The Land of Really True." Being the everyday life of Great-A, Little-A and Bouncing-B. Text by Millicent Olmsted. Pictured by Elenore Plaisted Abbott and Helen Alden Knipe. A beautiful volume of wholesome stories for the little ones. Illustrated with beautiful colored plates. Among the stories are the following: "Miggie's Ghost," "Ragged Muffins," "Christmas Joy," "Patient Mumps," "Valentining," "The Family News," "Dear Little April Fools," "Unpleasantries," and "Miss Felicity." Price \$1.00. Geo. W. Jacobs & Company, Philadelphia, Pa.

(Continued on following page)

Note the advertisement of holiday books by Chicago Kindergarten College in this issue.



Don't leave comfort, convenience and order at home when you travel. Take them along by packing your clothes in a

Stallman Dresser Trunk

Built like a dresser. Everything you want, when and where you want it. Keeps garments in perfect condition. Simplifies packing and unpacking, eliminates re-packing. Strongest, roomiest, most convenient trunk made, and costs no more than the ordinary style. Sent C. O. D. privilege examination. Many kindergartners and primary teachers say they "live in a trunk." Why not live in a good one when it costs no more.

Send two-cent stamp for booklet.

F. A. STALLMAN,

90 East Spring St. Columbus, O.

Books Received—continued

"Anne of Avonlea," by L. M. Montgomery. Bliss Carman says of this book: "Henceforth Anne must always remain one of the immortal children of fiction, those characters who are as real as our flesh and blood friends, whom we cherish in the quiet places of our hearts reserved for the dearest mortals we know." Illustrated, \$1.50. L. C. Page & Company, Boston, Mass.

"Stories and Rhymes For a Child," by Carolyn Sherwin Bailey. Several full page illustrations by Christine Wright. It is divided into three departments: "The Child Abroad," contains 34 stories and rhymes. "The Child at Home," 24, and "By the Fireside," 11. The book is beautifully bound in cloth and contains 194 pages. Milton Bradley Company, Springfield, Mass.

"Primer of Sanitation," being a simple work on disease germs and how to fight them. By John W. Ritchie, Professor of Biology, College of William and Mary, Virginia. Illustrated by Karl Hassmann. The public press state that this is the only book of its kind, and there should be demand for a text book relating to this subject. World Book Company, Yonkers-on-Hudson, New York.

"Wood Turning." Prepared for the use of students in manual training high schools, technical schools, and colleges. By George Alexander Ross, instructor in woodwork and pattern making, Lewis Institute, Chicago. This volume is intended for class work for the first course. Each successive lesson contains a new principal closely related to those in previous exercises. Cloth. Ginn & Company, New York and Chicago.

"Heroines of a Schoolroom." Sequel to the "Thistles of Mount Cedar." By Ursula Tannenforst. A wholesome and interesting story that should be read by every student. 494 pages. Beautifully bound in cloth. \$1.25. John C. Winston Co., Philadelphia.

"Finger Play Readers." Part 1 and 2. John W. Davis, district superintendent of schools, New York City, and Fanny Julien, first-year teacher, public school No. 8, the Bronx, New York City. Every kindergartner and primary teacher will be interested in this series of readers. D. C. Heath & Co., Boston, Mass.

"The Canterbury Classics." A series of supplementary readers edited under the general supervision of Katherine Lee Bates. We have received the story of Chaucer's Canterbury Pilgrims retold for children. It is the story of the immortal pilgrimage told through selected portions, cast into modern English with a few interpolated lines, duly bracketed. Price 40 cents. Rand McNally Co., Chicago.

A. Flanagan & Company, Chicago, well known publisher of practical books for teachers, have recently issued the following which should interest every teacher: "The Seventeen Little Bears," by Laura Rountree Smith. Large type. 128 pages. Cloth. Price 30 cents.

"Practical Drawing." Nos. 1 and 2. Arts and Crafts Course. Careful instructions for drawing in the primary grades with many designs both plain and colored with space for copy.

"Sixteen Stories." A supplementary reader for primary grades. Samuel B. Allison, Principal Walsh School, Chicago. These stories are, for the most part adapted from the German of the Grimm brothers. Andersen's "Fir Tree," and "Hans and the Four Big Giants," by Elizabeth Harrison, have been added. 98 pages. Cloth. 25 cents. A. Flanagan Co., Chicago.

"How to Manage Busy Work," by Amos M. Kellogg. An illustrated pamphlet of 59 pages. Suggestions for deskwork in language, number, earth, people, things, self, morals, writing, drawing, etc. Price 25 cents. A. Flanagan Company, Chicago.

"Construction Work in Rural and Elementary

Schools," by Virginia McGaw, Teacher, in the Elementary School of Baltimore. The work is divided into five parts: "Cord Construction," "Paper Construction," "Wood Construction," "Basketry," and "The School Garden." 125 pages. Cloth. 60 cents. A. Flanagan Co., Chicago.

"Work That is Play." A dramatic reader based on Aesop's Fables. By Mary Gardner, Duluth Public Schools. 160 pages. Cloth. 35 cents. A. Flanagan Co.

"The Second School Year." A course of study with detailed selection of lesson material. Arranged by months and correlated. By Henrietta M. Lilley, training teacher for second grade, Southwestern State Normal School, California, Pa., 240 pages. Cloth. 60 cents. A. Flanagan Co.

A B A R G A I N

IN

Construction Paper For Christmas

Kindergartners and Primary Teachers are using construction paper perhaps more than ever before. Sometimes they feel like using the cheaper material to save expense. We have secured about 100 reams of **really high grade papers** which we can offer while it lasts at the cost of the cheap grades. There are **twelve beautiful colors**, and three beautiful patterns—**bark, bamboo and basket**. It is **extra heavy, very strong**, and can be used for making **boxes, Santa's sleigh, reindeers**—almost anything. The size is 20x25 and the price is only **40c.** per quire (postage **24c**), \$7.50 per ream. The mill wholesale price was \$9.00 but **we bought the entire lot**, and can offer it at a **Bargain**, but we do not want to disappoint any of our customers and would like all to understand that when the stock is exhausted **no more can be obtained at any price**. There should be enough to last our trade for some time but some of the **colors may run out quickly** and we advise you to order at once. **Samples free**. If desired we will cut this paper 10x25 or 10x12 1/2 **without extra charge**, and to any size desired at a very slight additional charge.

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Manistee, Michigan.

Mottoes, large colored letters, heavy paper, 4c. each, postpaid.

MERRY CHRISTMAS

PEACE ON EARTH.

HAPPY NEW YEAR

GOOD WILL TO MEN

AB

Large colored letters, on heavy paper, alphabet complete, 6 cents; figures, complete, 3c. Letters or figures separately on paper, 1c. each, 9c. per doz.; on cardboard, 2c., 20c. per dozen. All postpaid. Any lettering can be done with these

12

Christmas Blackboard Stencils.

Peace on Earth, pretty letters with mistletoe and laurel..... 10c.
Good Will Toward Men, pretty letters with mistletoe and laurel..... 10c.
Merry Christmas..... 10c.

Happy New Year..... 10c.
Writing to Santa..... 10c.
Santa and Keinder..... 10c.
Christmas Tree..... 10c.
Telephoning to Santa..... 10c.
Christmas Stocking..... 10c.
Any three for 25c.

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Pastols in colors, 16x20 inches mounted on heavy cardboard requiring no glass in framing and sent postpaid for 20c.

12 p Christ and the Doctors,
17 p St. Anthony and Christ Child, (detail) Murillo
38 p The Good Shepherd
39 p Holy Family, Murillo
41 p Head of Christ, and the Rich Young Man, Hofman
42 p Infant Jesus, Munier
45 p Christ, the Consoler,
45 p The Divine Shepherd,

Frame and mat, 40c. by exp
No. 178. Christmas Night.
No. 152. Home from Church
No. 140. After the Day.
No. 166. Old New Hampshire
No. 136. The Village Church

The Kindergarten-Primary Magazine

VOL. XXIII—JANUARY, 1910—NO. 5

Kindergarten-Primary Magazine

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Notice of expiration is sent, but it is assumed that a con-
tinuation of the subscription is desired until notice of discon-
tinuation is received. When sending notice of change of ad-
dress the old and new addresses must be given.

Remittances should be sent by draft, Express Order or
Money Order, payable to The Kindergarten Magazine Com-
pany. If a local check is sent, it must include 10c exchange.

IMPORTANT

Notwithstanding the fact that
we have requested that all sub-
scriptions and advertising commu-
nications be sent to the business
office at Manistee, Mich., we are
frequently delayed by the sending
of business details to the editor-
ial office.

Please send all editorial mat-
ter except late news items, to the
New York office, and all business
communications to the Manistee office.

KINDERGARTEN MAGAZINE CO.

EDITORIAL NOTES ON NOTABLE BOOKS OF THE YEAR

DR. E. LYELL EARLE

(Continued from December number.)



THE American Book Company
has sent us a unique book on
"Good Citizenship," by Rich-
man & Wallach. It is of par-
ticular interest to young chil-
dren, and takes up the departments of city
government in a fascinating manner. Par-
ticular emphasis is placed on the Fire
Department, Police Department, Depart-
ment of Street Cleaning, and Department
of Health. The stories are vital, full of
human interest, and leave a picture on the
mind of the child that is very likely to
persist throughout life. The price is ex-
tremely low and within the reach of every
one.

"Auxiliary Education," by Dr. Maennel,
is a translation by Emma Sylvester on the
care and training of backward children.
Dr. Maennel's work was carried on in the
Auxiliary School at Halle, and is of a prac-
tical character. Some chapters of par-
ticular interest are The Program and
Course of Study, Special Methods of
Teaching, Discipline, and The Relation of
the State Toward the Auxiliary School.
There is a special treatment of the peda-
gogical value of the Auxiliary school, and
a brief reference to the education of ex-
ceptional children in the United States.
The book is from the press of Doubleday,
Page. Price \$1.50.

Nothing of greater importance has come
to our editorial table during the past year
than the "Reports of Director John Barrett
of the Bureau of American Republics."
These reports give the best first-hand in-
formation of the conditions of American
Republics, and should be a serious book in
every training school and university
throughout the country. They can be had
by writing directly to Director Barrett,
who is a man of infinite patience and equal
learning and diligence. We hope to quote
from some of these reports in the near
future.

Hinds & Noble have sent us "Writing
the Short Story," by J. Berg Asenwein,
Ph. D., editor of Lippincott's. Every kin-

dergartner and primary teacher should study the book carefully from the first to the last page. It is the only book on the subject in popular form adequately treating of a topic so essential to every teacher. Brander Mathews is probably the only other author who has touched upon the subject with anything like a certain pen. The chapters on Kind of Short Story, Gathering Materials, Building the Story, and Place of the Short Story in Literature, will give every teacher a large insight into this much neglected field. The child's literary training should begin immediately with his entrance into the kindergarten, and this is impossible unless the teacher herself has a correct knowledge of the principles underlying story structure and story selection. We recommend the book in its entirety.

A. Flanagan Company, Chicago, have sent us "Stories and Exercises for Morning Circle and Assembly." The book is in paper and costs only 30c. It is suggested for opening exercises, festivals, etc.

Houghton, Mifflin Company have sent us during the past year a number of excellent books for the kindergarten and primary teachers' library. The "Book of the Little Past," by Peabody; "Children's Longfellow," "The Tortoise and the Geese," by Button; "Moons of Balbanca," by Davis, and the "Queen Flower," by Burnham, all furnish excellent material for the story hour. Of special interest, however, are "Letters from Colonial Children," edited by Miss Tappan. While in diction and style they are beyond the kindergarten and primary age as readers, they furnish excellent reading and story material for the teacher that contain a great deal of uplifting matter.

The World Book Company, Yonkers-on-Hudson, New York, have given us during the past year several unique books. Their policy seems to be the avoidance of the stereotyped in school book-making. The New-World Science Series, including the "Primer of Hygiene," "Human Physiology," and the "Primer of Sanitation," all by John W. Ritchie, are easily three of the best books on elementary science that have appeared recently. We desire to call attention specially to the "Primer of Sanitation." The list price is 60c, and it is worth several times that amount to any teacher, as well as of still greater value to parents

and readers in general. The chapters Disease Germs and How They Get to the Body, on Influenza, Whooping Cough and Colds, on The Importance of Sanitation, on Hygienic Habits are unique in book literature. Each chapter is followed by the summary of Points To Be Remembered, and the summary is really a digest of the entire section. We are quoting a few of these summaries:

The one on disease germs:

1. Disease germs kill more than half human race.
2. Disease germs are very small plants and animals.
3. A disease germ can spring only from another germ of the same kind.
4. Nearly all the germs that attack us come from the bodies of sick persons.
5. The first great rule for the prevention of germ diseases is: DESTROY THE GERMS THAT COME FROM THE BODIES OF THE SICK.
6. Germs enter the body through wounds, through the nose, and through the mouth.
7. The second great rule for the prevention of germ diseases is: TAKE CARE OF WOUNDS, PROTECT YOURSELF FROM BITING INSECTS, AND GUARD THE MOUTH AND NOSE."

Another on bacteria:

1. Bacteria are the smallest of all living things.
2. They multiply with astonishing rapidity, simply pinching in two.
3. A bacterium is called a bacillus, a coccus, or a spirillum, according to its shape.
4. Some bacteria are useful, and many of them are harmless, but a few kinds produce diseases.
5. Some bacteria produce spores that are harder to kill than are the bacteria themselves.

On influenza, etc.:

1. Influenza is caused by a small bacillus which is passed from one person to another in ways that do not allow it to dry.
2. Influenza is a serious disease, and the patient should be avoided as much as possible.
3. Whooping cough is a serious disease and should be quarantined.
4. Colds, catarrh, and bronchitis are caused by germs growing in the air passages and throat.
5. These diseases are infectious, and the patient should be taken to prevent the spread of germs."

And the summary of the chapter on Disease Germs in Food:

1. Infected foods are particularly dangerous because disease germs can multiply in food.
2. Germs can get into foods from flies, from impure water, and from the hands of persons who are carrying germs.
3. Spoiled foods are unfit for use.
4. Foods that have been handled by the sick, or exposed to flies or dust, should not be eaten.
5. Cleanliness and cold are the points emphasized in caring for foods.
6. Milk is the most dangerous of all foods, because tuberculosis, typhoid, scarlet fever, and other diseases may be contracted from it.
7. Cholera infantum is usually caused by drinking clean or cold milk.

8. Milk vessels should be carefully scalded and could be rinsed only in pure water.

9. Milk should be collected in as cleanly a manner as possible and cooled quickly to prevent the multiplication of germs in it.

10. When milk contains many bacteria, it is sometimes advisable to Pasteurize it before giving to a little child."

will give a suggestion of the excellence of the subject matter treated, and the clearness and force of the presentation.

"Home Life in All Lands," by Charles Morris, J. B. Lippincott, publishers, is an excellent book for supplementary reading for both kindergarten and primary teachers. It deals with customs and practices in the various lands throughout the world and has much interesting and novel material. The chapters on Primitive Arts and Manufacture, and How the World Amuses Itself, and The Two Ends of Life, are perhaps the most profitable for the elementary school teacher.

OUTSIDE RELATIONS

ALICE E. ROSE



DURING our trip abroad this summer, I tried as much as possible, to get an insight of foreign education, particularly in regard to kindergartens.

On the whole, in Germany, education is more compulsory, more strictly emphasized, more thorough, broader and more extensive for boys than for girls. Unless a girl wishes to become a teacher, she usually leaves school when she is sixteen after which she becomes more proficient in domestic arts and marries very early. At school she has had a little English, a little French, a thorough study of German, German history and religion. Girls seldom take more than an introduction to Latin and have little or no higher mathematics. The boys are burdened mercilessly with work. Saturday is a half-holiday, other than which they have little spare time.

While traveling through the Austrian Tyrol, I was astonished to find that even the poorest districts—and the country is notably poor—the homes—co-operative family houses, tumble-down and dilapidated, where the cattle live on the ground floor, the family, hay and cattle-feed on the floor above—even these boasted a school house and a church.

Later, in Geneva, I watched a kindergarten in session but was unable to visit

the rooms or speak to the teachers. Visitors are not made very welcome unless they come properly introduced—and a "kindergartner from New York" is evidently not sufficient recommendation. This class was conducted in the garden. I saw about twenty-five children playing in groups, each under the direction of a teacher—large, motherly, capable-looking women they were. One group—older children—were ranged on a bench under the wall, sewing; another group was gathered under a huge spreading chestnut tree listening to a story; others again played in a large sand pile, and the last group were playing ring games.

When we reached Germany I was able to make a closer study of conditions and customs. Hannover is a large town, well known as an educational center. Here, through a friend, I was taken to a kindergarten, a branch of the Froebel Union. Kindergartens attached to public schools are practically unknown—in fact there is no equivalent to our public school in Germany. Their "Volk" or public school is a paying institution, the fee is moderate, but it is not a free school. Class distinction is sharply drawn and it is only the lowest class that attends the free schools.

Their free kindergarten is a sort of day nursery or settlement and the instructors are usually young girls of the wealthier classes who do this as philanthropic work, the upper classes, especially those residing on their estates, do not send their children to school but for the first years they are instructed by a governess, generally one with kindergarten training. When this had been explained to me I understood the attitude of the foreigner toward a kindergartner, an attitude that had puzzled me considerably.

To return to my visit—when we had sent in our names to the director of the kindergarten in B—, we were asked to step into the garden to wait till the close of the "lesson." The children were being told a story and the unaccustomed advent of visitors would prove too great a disturbance. After fifteen minutes waiting, the children were "turned loose" for the intermission.

After each period the children play in the tremendous, beautifully kept garden. It is here they run, hide behind the trees,

play in the large sand pile and here each child has his own little plot for planting, and, too, here they partake of their bread and milk luncheon.

Recess over, we entered the house with the children. It is a private dwelling, the second and third floor being occupied by the director and those of her pupils, the normal students who board with her; the lower floor is devoted to the kindergarten. The first room shown me was the work room, a large, bright room, containing in place of our chairs and tables, long benches. Small gifts were used, brightly colored glazed mats and narrow strips for weaving, paper tablets, etc. When I spoke of our enlarged gifts and material the director said: "Oh, American children use *real* pearls for stringing, I suppose." "No, wooden," I answered, and spoke of the Hailman beads. (The German "*perlen*" means both pearls and beads). For free play and musical training drums, trumpets and other musical instruments were used and the toys were simple and suitable—dolls, doll-houses, kitchen, horses, etc.

We were then taken into the next room for games. In the class were about twenty-five children, and, besides the director, there were four or five young girls assisting. These were the training students, girls of poor but respectable "burger" families, between fifteen and sixteen years of age, who had had a common school education, and after a one year's course were fitting themselves not as teachers in a school but as nursery governesses. After teaching in a family several years—if a girl can find anyone to exert influence for her, she may find work in a kindergarten.

Some games and songs were the originals of our American adaptations, others were remarkable for the fact that the killing element was so pronounced. One animal pounced upon another, true to the nature of the animal, but I questioned the advisability of the games.

In Hamburg I again visited a branch of the Froebel Verein and found conditions practically the same as in the previous kindergarten.

This garden was most attractive and except in bad weather, the tables and chairs were used for work in the open air.

One group was working with clay, making leaf impressions, the children picked a leaf when they needed one—learning the

name and tree at the same time; another group was hunting caterpillars, another working at the plots, another playing in the sand pile, a pile large enough to accommodate six or seven children.

Their games were practically the same as those of the other kindergarten but progress had been made with the material for hand work. The mats and strips were wider, the paper in simpler shades, the tablets more substantial and much of the work was done in clay and in construction—using the third dimension.

They adhere to a rather quaint custom of calling the director and assistants, "*Taute*." At first it seemed somewhat absurd, but it did instil a "family spirit."

In both kindergartens I found the children healthy, neat and clean; eager and happy, enjoying "freedom under the law." A truly Froebelian atmosphere of "living with the children" pervaded the classes with plenty of exercise and free play.

PROMOTION DAY

JENNY B. MERRILL, Ph. D.

The kindergartners in the public kindergartens of New York City have been requested, if possible, to make a preparatory visit to a first year class accompanied by the children to be promoted, a week before promotion.

Going into a strange room to remain with an unknown teacher is quite an ordeal for a timid child, but going with a familiar teacher and with the prospect of returning to the kindergarten room is a happy experience for all, and paves the way for an ideal promotion.

The principle of continuity demands an inner connection with the primary grades which is brought about in part by these visits.

In the syllabus of the kindergarten adopted by the Board of Superintendents of New York City schools, the connection is stated as follows:

RELATION TO THE PRIMARY GRADES


In order to co-ordinate the kindergarten and the primary grades, the kindergarten exercises should be modified toward the close of the term in preparation for promotion. There should be periods of silent work and a greater proportion of independent work in the advanced group. The

(Continued on page 168)

A NEW METHOD IN INFANT EDUCATION

(Continued from last issue.)

JENNY B. MERRILL, Ph. D.



ONE of the distinctive features of the new method of infant education as planned by Dr. Montessori in Italy is the return to old fashioned methods of learning to read by starting with letters. Even up to the present date in our own land alphabet blocks and alphabet books are many and beautiful, and one almost has to battle to keep them out of the nursery. During the past few years, however, a deeper interest than ever has arisen in "The Natural Method of Learning to Read" by starting with the actual reading of **rhyme** or **story**, thus going beyond the long time popular word method.

Our kindergartens have succeeded in **excluding** reading and writing and have emphasized the principle so well enounced by Froebel, "The A B C of things should precede the A B C of words." It did seem that we had succeeded in cutting out the three R's, but Dr. Montessori has put them back in the infant school in Rome and we must convince our Italian friend of the error or let them convince us.

Altogether it behooves us to be liberal, not dogmatic, and to listen to the tale with interest.

In the Montessori method writing comes first. There appear to be muscular exercises similar to those now so familiar in the Palmer method which our little ones spontaneously imitate if they have older brothers and sisters.

One little fellow was drawing away vigorously one day last year in a public kindergarten. The kindergartner in her tour from one child to another asking wisely "What are you making," was surprised to hear the little fellow to whom we refer reply, "**Muscular movement!**"

Children will imitate the ordinary up and down strokes as they have been imaged in their minds as they sit and watch mother or father write letters. One little three year old girl wrote a whole letter of i's and u's and e's, even turning the letter paper sidewise in imitation of mother.

In the Montessori Method drawing precedes writing as with us, but it would seem that the exercises are given to practice work rather than free expression.

The children learn the letters through touch as well as sight. The letters are cut out of emery paper and gummed on to cardboard. The child feels the letters as he does other objects. The child learns the names and phonetic sounds as he handles the letter forms.

Games are played blindfold with the letters when the names are known.

In the third stage, the child is given letters cut out and tries to make a printed word which corresponds to the spoken sounds of a spoken word.

After this it is said that the children try to **write** spontaneously—"No child is forced to learn to write—writing is taught only to children who desire it." It is said that under this method, without compulsion, that a child of four takes on an average one and a half months to learn to write! That a child of five will learn in a month! and that all the children write well and in a flowing hand."

(The daily program as given below shows long hours.)

The method as it proceeds to reading reminds us of the well-known Word Method, now giving way to "the Natural Method" in many schools.

There are reading games similar to those used in our "busy work." The reading is **mental**, not vocal at first. The child reads the name of a toy, then finds the toy and shows it. He must have read the word or he could not know what to find.

The reading game may finally take the form of "a paper on which quite a long sentence is written describing some action which the child forthwith performs."

It is claimed that while no child is forced to learn to read, many learn in fifteen days! We do not fully understand just how much this signifies but it must be remembered that the institution in which these methods are being introduced has an all day program. It is a sort of day nursery. The children are left free to play or sleep or work.

It is said that they leave toys for letters. Is this desirable in four year olds?

The daily schedule of exercises has been translated for me from the original by Miss Mary F. Schell of P. S. 125, Manhattan, and reads as follows:

9:00—10:00 Health—Visits for cleanliness.
Exercises of practical life, to visit the room, to put it in order

and to clean the objects.
 Language—Talk of what was done
 the previous day. Moral exhortation.
 Prayer together.

- 10:00—11:00 Intellectual exercises. Object lessons with brief intermission for repose.
 Nomenclature.
 Exercise of senses.
- 11:00—11:30 Simple gymnastics. Movements for exercise and grace. Normal position of the body, walking in order, salutes, motions for attention. Moving objects with grace.
- 11:30—12:00 Recess—short prayer.
- 12:00—1:00 Free play.
- 1:00—2:00 Directed play, if possible in the fresh air. Exercises of practical life as cleaning a room, dusting, putting objects in order. Conversation.
- 2:00—3:00 Hand work—drawing, etc.
- 3:00—4:00 Gymnastics, collectively with song, in open air if possible.
 Visit plants and animals.

We hope to comment upon this order of exercises next month. Meanwhile we ask kindergartners to study it for it contains admirable suggestions. Comparison of methods is valuable.

STORY TELLING IN THE KINDERGARTEN

L. T. M.



THIS branch of kindergarten work holds a very important place in the kindergartner's education.

The nature of the kindergarten story claims for simplicity of manners in the story-teller, good voice, facility of speech, sense of humor, sympathy towards children and a good deal of common sense.

"A good story, (says Froebel) is a refreshing bath to the child's mind: he sees his own image reflected in the story, contemplates it at a distance and the very remoteness of the comparison with his own vague hopes expands heart and soul, strengthens the mind, and unfolds life in freedom and power."

As the kindergarten is the place where the child's needs and vague aspirations are met with the proper means for satisfying them, the place of stories in the kindergarten program corresponds to a very distinct desire of children "for knowing more, for seeing through other people's experiences, real or imaginary."

The children possess an unestimated sensibility to whatever is deep or high, in imagination or feeling, so long as it is simple, too.

Children of all races have always craved for stories. No matter about what, nor about the possibilities of its being true or not: they simply love them and if they are well told, if they concern other men, other circumstances, times and places, if they impart a language to the silent objects in nature, the charm has a decided influence upon the mental and spiritual growth of our kindergarten children.

"The rise of an appetite for any kind of knowledge implies that the unfolding mind has become fit to assimilate it, and needs it for the purposes of growth."—H. Spencer.

"The function of the story is no longer considered solely in the light of its place in the kindergarten; it is being sought in the first and second and indeed in every grade where the children are still children.—S. C. Bryant.

SUBDIVISIONS OF THE KINDERGARTEN STORY

I. Fairy Story:

It has a supreme power of presenting truth through the guise of images. For the present, only the image stands before the child's mind to amuse, impress and delight him; but the truth remains there too, invisible, and makes its appearance a little later.

In the fairy story the imagination has the amplest field in which to extend its wings. There is no boundary for possibilities in this form of story.

II. Fable:

This is a very short form of literary composition, either in prose or verse, in which a story is made the vehicle for conveying a universal truth. One of its peculiarities consists in the transference of the qualities of rational beings to animals and inanimated objects.

III. Nature Story:

It is principally used to illustrate the habits of animals and the laws of plant growth.

In order to give interesting true scientific facts "wrapped up in the garment of the story (as somebody said) the teacher must know a good deal about nature, but I believe that, even with just a little knowledge, she may succeed in bringing her children to an atmosphere of cultured sympathy

the world of nature and towards
ial world too.

patriotic or Historic Story:

ood story of this kind vitalizes the
tion of past events and brings their
ters into relation with the present."—
ryant.

y people object to patriotic stories in
dergarten, giving as a reason the im-
ility of the children to understand the
s of certain deeds; the element of
involved in war, (which always is a
of wondre for the little children), etc.
personally I am in favor of the
ic stories, provided they are carefully
d and told in a simple way, without
ring or making up the facts. Children
asp very well the big things. The
ation of them must be left to the
l growth of the mind.

Legend:

a form of story transmitted by tradi-
In most cases, it is based on a real
f long, long ago, more or less dis-
l by time. Sometimes it is only a
ct of the fertile imagination of our
ors. But anyway, there is an element
try in the legend that makes it very
le everywhere, and useful in the kin-
ten for the purpose of instilling and
oping the children's love for their
surroundings, as the legend is a local
story. Legends about rivers, flowers,
etc., certainly add a great charm and
et for those objects.

ES SUITABLE FOR ILLUSTRATING THESE FIVE TYPES OF NARRATION

Fairy Stories

drella.
ther Holle.
umbling.
e Star Dollars.

Fables

e Wind and the Sun.
e Lion and the Mouse.
e Dove and the Ant.
e Town Mouse and the County Mouse.

Nature Stories

e Lark and the Daisy.
e Ugly Duckling.
e Peas in a Pod.

Historical Stories.

e Knights of the Silver Shield.
e Red Thread of Courage.

(And all those belonging to the country
in which we live.)

Legends

The Golden Cobwebs.
The Pied Piper of Hamelin.
Christmas Eve.

And those belonging to the country.
There are some other types of stories
suitable for kindergarten.

The Bible Stories.
The Nonsense Stories.
The Every-day Experience.
The Myth.

Each one of these should be brought at
the proper time; sometimes to change the
class mood; other times to respond to cer-
tain demands of the children.

In all cases, the age of children should be
considered. The principle which guides us
in education is "go from simple to com-
plex."

It is doubtless true that at the end of
their second year in kindergarten children
are able to appreciate details and events
that were too big for them at first. This is
due to two causes: the individual develop-
ment, and the influence of education.

THE USES OF GAMES

JESSE H. BANCROFT,

In Games For Playground, etc., McMillan,
Publisher.

The use of games for both children and
adults has a deep significance for the in-
dividual and the community through the
conservation of physical, mental and moral
vitality.

Games have a positive educational in-
fluence that no one can appreciate who has
not observed their effects. Children who
are slow, dull, and lethargic; who observe
but little of what goes on around them;
who react slowly to external stimuli; who
are, in short, slow to see, to hear, to ob-
serve, to think, and to do, may be com-
pletely transformed in these ways by the
playing of games.

SENSE PERCEPTIONS

The sense perceptions are quickened: a
player comes to see more quickly that the
ball is coming toward him; that he is in
danger of being tagged; that it is his turn;
he hears the footstep behind him, or his
name or number called; he feels the touch
on the shoulder; or in innumerable other

ways is aroused to quick and direct recognition of, and response to things that go on around him. The clumsy, awkward body becomes agile and expert; the child who tumbles down today will not tumble down next week; he runs more fleetly, dodges with more agility, plays more expertly in every way, showing thereby a neuromuscular development.

SOCIAL DEVELOPMENT

The social development through games is fully as important and as pronounced. Many children, whether because of lonely conditions at home, or through some personal peculiarity, do not possess the power readily and pleasantly to co-operate with others. Many of their elders lack this facility also, and there is scarcely anything that can place one at a greater disadvantage in business or society, or in any of the relations of life. The author has known case after case of peculiar, unsocial, even disliked children, who have come into a new power of co-operation and have become popular with their playmates through the influence of games. The timid, shrinking child learns to take his turn with others; the bold, selfish child learns that he may not monopolize opportunities; the unappreciated child gains self-respect and the respect of others through some particular skill that makes him a desired partner of a respected opponent. He learns to take defeat without discouragement and to win without undue elation. In these and in many other ways are the dormant powers for social co-operation developed, reaching the highest point at last in the team games where self is subordinated to the interests of the team, and cooperation is the very life of the game.

WILL TRAINING

Most important of all, however, in the training that comes through games, is the development of will. The volitional aspect of the will and its power of endurance are plainly seen to grow in power of initiative; in courage to give "dares" and to take risks; in determination to capture an opponent, to make a goal, or to win the game. But probably the most valuable training of all is that of inhibition—that power for restraint and self-control which is the highest aspect of the will and the latest to develop. The little child entering

the primary school has very little of power of inhibition. To see a thing he would like is to try to get it; to want to do a thing is to do it; he acts impulsively; does not possess the power to restrain movement and to deliberate. A large part of the difficulty of the training of children at home and at school lies in the fact that this power of the will for restraint and self-control is undeveloped. So-called "willfulness" is a will in which the volitional power has not yet been balanced with the inhibitive power. One realizes in this the force of Matthew Arnold's definition of character as "a completely fashioned will."

There is no agency that can so effectively and naturally develop power of inhibition as games. In those of very young children there are very few, if any, restrictions; but as players grow older, more and more rules and regulations appear, requiring greater and greater self-control—such as not playing out of one's turn; not stepping over the line in a race until the proper signal; aiming deliberately with the ball instead of throwing wildly or at haphazard; until again, at the adolescent age, the highly organized team games and contests are reached, with their prescribed modes of play and elaborate restrictions and formalities. There could not be in the experience of either boy or girl a more live opportunity than in these advanced games for acquiring the power of inhibitory control, or a more real experience in which to exercise it. To be able, in the emotional excitement of an intense game or a close contest, to observe rules and regulations; to choose under such circumstances between fair or unfair means and to act on the choice, is to have more than a mere knowledge of right and wrong. It is to have the trained power and habit of acting on such knowledge—a power and habit that mean immeasurably for character. It is for the need of a balanced power that contests in the business world reach the point of winning at any cost, by fair means or foul. It is the need of such trained and balanced power of will that our highways of finance are strewn with the wrecks of able men. If the love of fair play, a sense of moral values, and above all, the power and habit of will to act on these can be developed in our boys and girls, it will mean immeasurably for the uplift of the community.

EVOLUTION OF PLAY INTERESTS

The natural interests of a normal child lead him to care for different types of games at different periods of his development. In other words, his own powers, in their natural evolution, seek instinctively for elements in play that will contribute to their own growth. When games are judged from this viewpoint of the child's interests, they are found to fall into groups having pronounced characteristics at different age periods.

GAMES FOR VARIOUS AGES

Thus, the little child of six years enjoys particularly games in which there is much competition, as in most of the singing games; games involving impersonation, appealing to his imagination and dramatic sense, as when he becomes a mouse, a fox, a sheep, a farmer, etc.; or games of simple chase (one chaser for each runner) as distinguished from the group-chasing of a few years later. His games are of short duration, reaching their climax quickly and imposing but slight demand on powers of attention and physical endurance; they require but little skill and have very few, if any, rules, besides the mere question of taking turns." In short, they are the games suited to undeveloped powers in almost every particular but that of imagination.

Two or three years later these games are found to seem "babyish" to a child and to lose interest for him. His games then work through a longer evolution before reaching their climax, as where an entire group of players instead of one has to be caught before the game is won, as in Red Lion, Pom Pull-away, etc. He can watch several points of interest at once than formerly, and choose between several different possible modes of play, as in Prisoners' Base. He gives "dares," runs risks of being caught, and exercises his strategy in many ways. He uses individual initiative instead of merely playing in his group. This is the age of "nominies," in which the individual player hurls defiance at his opponents with set formulas, usually in rhyme. Players at this time band together in many of their games in opposing groups, "choosing sides"—the first simple beginning of team play. Neuro-muscular control increases, as shown in ball play and in

agile dodging. Endurance for running is greater.

When a child is about eleven or twelve years of age, some of these characteristics decline and others equally pronounced take their place. "Nominies" disappear and games of simple chase (tag games) decline in interest. Races and other competitive forms of running become more strenuous, indicating a laudable instinct to increase thereby the muscular power of the heart, at a time when its growth is much greater proportionately than that of the arteries, and the blood pressure is consequently greater. A very marked feature from now on is the closer organization of groups into what is called team play. Team play bears to the simpler group play which precedes it an analogous relation in some respects to that between modern and primitive warfare. In primitive warfare the action of the participants was homogeneous; that is, each combatant performed the same kind of service as did every other combatant and largely on individual initiative. The "clash of battle and the clang of arms" meant an individual contest for every man engaged. In contrast to this there is, in modern warfare, a distribution of functions, some combatants performing one kind of duty and others another, all working together to the common end. In the higher team organizations of basket ball, baseball, football, there is such a distribution of functions, some players being forwards, some throwers, some guards, etc., though these parts are often taken in rotation by the different players. The strongest characteristic of team play is the cooperation whereby, for instance, a ball is passed to the best thrower, or the player having the most advantageous position for making a goal. A player who would gain glory for himself by making a sensational play at the risk of losing for his team does not possess the team spirit. The traits of character required and cultivated by good team work are invaluable in business and social life. They are among the best possible traits of character. This class of games makes maximal demands upon perceptive powers and ability to react quickly and accurately upon rapidly shifting conditions, requiring quick reasoning and judgment. Organization play of this sort begins to acquire a decided interest at about eleven or twelve years of age, reaches a strong

development in the high schools, and continues through college and adult life.

RELATION BETWEEN DEVELOPMENT AND PLAY

Such are the main characteristics of the games which interest a child and aid his development at different periods. They are all based upon a natural evolution of physical and psychological powers that can be only hinted at in so brief a sketch. Anyone charged with the education or training of a child should know the results of modern study in these particulars.

The fullest and most practical correlation of our knowledge of the child's evolution to the particular subject of play that has yet been presented is that of Mr. George E. Johnson, Superintendent of Playgrounds in Pittsburgh, and formerly Superintendent of Schools in Andover, Mass., in *Education by Plays and Games*. The wonderful studies in the psychology of play by Karl Groos (*The Play of Animals* and *The Play of Man*), and the chapter by Professor William James on *Instinct*, show how play activities are expressions of great basic instincts that are among the strongest threads in the warp and woof of character—instincts that should have opportunity to grow and strengthen by exercise, as in play and games. We have come to realize that play, in games and other forms, is nature's own way of developing and training power. As Groos impressively says, "We do not play because we are young; we have a period of youth so that we may play."

The entire psychology of play bears directly on the subject of games. Indeed, although the study of games in their various aspects is of comparatively recent date, the bibliography bearing on the subject, historic, scientific, psychologic, and educational, is enormous and demands a distinct scholarship of its own.

AGE CLASSIFICATION

It is highly desirable that a teacher should know the significance of certain manifestations in a child's play interests. If they should not appear in due time, they should be encouraged, just as attention is given to the hygiene of a child who is under weight for his age. But it should not be inferred that any hard and fast age limits may be set for the use of different plays and games. To assign such limits would be a

wholly artificial procedure, and yet is toward which there is sometimes a strong tendency. A certain game cannot be prescribed for a certain age as one would diagnose and prescribe for a malady. Nothing in the life of either child or adult is more elastic than his play interests. Play would not be play were this otherwise. The caprice of mood and circumstance is of the very soul of play in any of its forms.

The experience of the writer has been chiefly away from dogmatic limitations in the use of games. Very young players and adults alike may find the greatest pleasure and interest in the same game. Previous training or experience, conditions of fatigue, the circumstances of the moment, and many other considerations determine the suitability of games. To illustrate, the author has known the game of *Thunder Deep*, which is one of the best gymnastic games for men, to be played with great interest and ability by a class of six-year-old boys; and the same game stupidly and uninterestedly bungled over by a class of much older boys who had not had previous training in games and were not alert and resourceful. Similarly, the comparatively simple game of *Bombardment* may be interesting and refreshing for a class of tired business men, while high-school pupils coming to care largely for team play may prefer *Battle Ball*, a more closely organized game of the same type. In general, boys and girls dislike the mode of play they have just outgrown, but the adult often comes again to find the greatest pleasure in the simpler forms, and this without reaching second childhood.

GRADED COURSE OF STUDY ON GAMES

The index of games for elementary and high schools contained in this volume constitutes a graded course based on experimental graded course study of children's interests. This grading of the games for schools is made, not with the slightest belief or intention that the use of a game should be confined to any particular grade or age of pupils, but largely, among other considerations, because it has been found advantageous in a school course to have new material in reserve as pupils progress. The games have usually been listed for the earliest grade in which they have been found, on the average, of sufficient interest to be well played, with the intention that

may be used thereafter in any grade where they prove interesting. This school index by grades, which include most of the games, will be found a general guide for the grade at which a given game is suitable under any circumstances.

RELATION OF GAMES TO SCHOOL LIFE

The relation of games to a school program is many-sided. To sit for a day in a class room observing indications of physical and mental strain and fatigue is to be convinced beyond question that the school-room work and conditions induce a tremendous nervous strain, not only through prolonged concentration on academic subjects, but through the abnormal repression of movement and social intercourse that comes necessary for the maintenance of discipline and proper conditions of study. As a session advances, there is needed a steady increase in the admonitions that restrain neuro-muscular activity as shown in the unnecessary handling of books and pencils and general restlessness; also restraint of a desire to use the voice and communicate in a natural outlet of the social instinct. One is equally impressed with the prolonged continuance of bad postures, in which the chest is narrowed and depressed, the back and shoulders rounded forward, and the lungs, heart, and digestive organs crowded upon one another in a way that impedes their proper functioning and induces passive congestion. In short, the nervous strain for both pupil and teacher, the need for vigorous stimulation of respiration and circulation, for an outlet for the repressed social and emotional nature, for the correction of posture, and for a change from abstract academic interests, are all largely indicated. Nothing can correct the posture but formal gymnastic work selected and taught for that purpose; but the other conditions may be largely and quickly relieved through the use of games. Even five minutes in the class room will do this—five minutes of lively competition, laughter, and of absorbing involuntary interest. The more physical activity there is in this the better, and fifteen minutes of even freer activity in the fresh air of the playground is more than fifteen times better.

The typical school recess is a sad apology for such complete refreshment of body and mind. A few pupils take the center of the

field of play, while the large majority, most of whom are in greater need of the exercise, stand or walk slowly around the edges, talking over the teacher and the lesson. An organized recess, by which is meant a program whereby only enough classes go to the playground at one time to give opportunity for all of the pupils to run and play at once, does away with these objections, if some little guidance or leadership be given the children for lively games. The best discipline the writer has ever seen, in either class room or playground, has been where games are used, the privilege of play being the strongest possible incentive to instant obedience before and after. Besides, with such a natural outlet for repressed instincts, their ebullition at the wrong time is not so apt to occur. Many principals object to recesses because of the moral contamination for which those periods are often responsible. The author has had repeated and convincing testimony of the efficacy of games to do away with this objection. The game becomes the one absorbing interest of recess, and everything else gives way before it. Dr. Kratz, superintendent of schools in Sioux City, Iowa, was one of the first school superintendents in the country to go on record for this benefit from games, and much fuller experience has accumulated since.

SOCIOLOGICAL AND ECONOMIC SIGNIFICANCE OF GAMES

The growth of large cities has been so comparatively recent that we are only beginning to realize the limitations they put upon normal life in many ways and the need for special effort to counterbalance these limitations. The lack of opportunity for natural play for children and young people is one of the saddest and most harmful in its effects upon growth of body and character. The number of children who have only the crowded city streets to play in is enormous, and any one visiting the public schools in the early fall days may readily detect by the white faces those who have had no other opportunity to benefit by the summer's fresh air and sunshine. The movement to provide public play grounds for children and more park space for all classes in our cities is one connected vitally with the health, strength, and endurance of the population. The crusade against tuberculosis has no stronger ally.

Indeed, vital resistance to disease in any form must be increased by such opportunities for fresh air, sunshine, and exercise. This whole question of the building up of a strong physique is an economic one, bearing directly on the industrial power of the individual, and upon community expenditures for hospitals and other institutions for the care of the dependent and disabled classes.

The crippling of moral power is found to be fully as much involved with these conditions as is the weakening of physical power. Police departments have repeatedly reported that the opening of playgrounds has resulted in decrease of the number of arrests and cases of juvenile crime in their vicinity; also decrease of adult disturbances resulting from misdeeds of the children. They afford a natural and normal outlet for energies that otherwise go astray in destruction of property, altercations, and depredations of many sorts, so that the cost of a playground is largely offset by the decreased cost for detection and prosecution of crime, reformatories, and related agencies.

CHILDREN OF THE RICH

It would be a mistake to think that the children of the poor are the only ones who need the physical and moral benefit of normal childish play. One is forced to the conclusion that many children of the rich are even more to be pitied, for the shackles of conventionality enslave them from the outset. Many are blase with opera and picture exhibits—typical forms of pleasure for the adult of advanced culture—without ever having had the free laughter and frolic of childhood. That part of the growing-up process more essential for character is literally expunged from life for them. One need spend but an hour in a city park to see that many children are restrained from the slightest running or frolic because it would soil their clothes or be otherwise "undesirable." The author recalls a private school for girls in which laughter was checked at recess because it was "unladylike."

TEACHERS OF GAMES

In contrast to this barbarous repression are some delightful instances of provision for normal childish play and exercise for such children. In one of our large Eastern cities a teacher was employed for several seasons to play games with a group of chil-

dren on a suburban lawn to which all repaired twice a week. This was genuine play, full of exercise and sport and laughter. In another Eastern city a teacher was similarly employed for many seasons to coach a basket ball team in the small rear area of the typical city residence. Teachers of physical training and others are doing much to organize this sort of exercise, including tramping clubs and teams for cross-country runs, and the encouragement of tether ball and other games suited to limited conditions.

INVESTMENT VALUE OF RECREATION

As a nation we are slow to learn the value of recreation. We go to the extremes of using it either not at all or so excessively as to exhaust nervous energy to the point where "the day we most need a holiday is the day after a holiday." This may be different when we learn more fully that the recuperative power of short intervals of complete relaxation has a genuine investment value. The increased output of energy afterward, the happier spirits, prolonged endurance, clearer thinking, and the greater ease and pleasure with which work is done, more than compensate for the time required. It has been stated that one large manufacturing concern has found it greatly to its advantage to give a daily recess period to its employes at its own expense, the loss of working time being compensated in the quality of the output following, which shows, for instance, in the fewer mistakes that have to be rectified. The welfare work of our large stores and factories should provide opportunity, facilities, and leadership for recreative periods of this character.

BRAIN WORKERS

For the brain worker such benefit from periods of relaxation is even more apparent. Our strenuous and complicated civilization makes more and more necessary the fostering of means for complete change of thought. When this can be coupled with invigorating physical exercise, as in active games, it is doubly beneficial; but whether games be active or quiet, the type of recreation found in them for both child and adult is of especial value. It affords an emotional stimulus and outlet, an opportunity for social co-operation, an involuntary absorption of attention, and generally an occasion for hearty laughter,

at few other forms of recreation supply. The list in this volume of games for house parties and country clubs is given with the hope of making games more available for adults, though with the knowledge that guests on such occasions take in a wide range of ages, and many games for young people are included. These are equally appropriate for the home circle. In addition, the so-called gymnasium games offer some of the finest recreative exercise.

PLAY OF ADULTS WITH CHILDREN

The author would like to make a special plea for the playing together of adults and children. The pleasure to the child on such occasions is small compared to the pleasure and benefit that may be derived by the grown-up. To hold, in this way, to that youth of spirit which appreciates and enters into the clear-eyed sport and frolic of the child, is to have a means of renewal for the physical, mental, and moral nature. In a large city in the middle west there is a club formed for the express purpose of giving the parents who are members an opportunity to enjoy their children in this way. The club meets one evening a week. It is composed of a few professional and business men and their wives and children. It meets at the various homes, the hostess being responsible for the program, which consists of musical or other numbers rendered partly by the children and partly by the adults), of occasional dancing, and of games, some of which must always call for the mutual participation of the children and their elders. A more beautiful idea for a club could scarcely be devised. It is also a tragic fact that, lacking such an occasion, many parents have little opportunity to enjoy their children, or, alas! even to know them.

GAMES IN COUNTRY LIFE

Another illustration may indicate even more strongly the benefits from such social gatherings of adults and children. In a small town where the young boys and girls spent more evenings than seemed wise in places of public amusement, a teacher of physical training not long ago opened a class for them expressly to meet this situation. The program included games, dancing, and formal exercise, and a special effort was made to teach things of this sort that might be used for gatherings at home. The class fulfilled its object so well

that the parents themselves became interested, began to attend the sessions and participate in the games, until they were an integral part of all that went on—a wholesome and delightful association for all concerned, and one that practically ended the tendencies it was designed to overcome.

Mr. Myron T. Scudder, in his practical and stimulating pamphlet on games for country children (*Country Play; a Field Day and Play Picnic for Country Children*. Published by Charities, New York.), points out a very real factor in the failure of American country life to hold its young people when he cites the lack of stimulation, organization, and guidance for the play activities of the young. It is a mistaken idea that country children and youths have through the spaciousness of environment alone all that they need of play. Organization and guidance are often needed more than for the city children whose instincts for social combination are more acute.

MORAL EDUCATION



IT should be the aim of teachers and principals to make the life of the school, in every activity and relation count for moral education. This aim should vitally affect not only the teaching of every subject and the treatment of every problem of discipline and training, but also the general atmosphere and spirit of the classroom and of the school. In working toward this aim, the following suggestions will be found helpful:

1. The personality of the teacher is at the root of all moral education in the school. The teacher's voice, speech, bearing, and dress; the teacher's poise, self-control, courtesy, kindness; the teacher's sincerity, ideals, and attitude toward life, are inevitably reflected in the character of his pupils.

2. Reverence is vital to morality. Whatever quickens in children the feeling of dependence on a Higher Power; whatever leads them devoutly to wonder at the order, beauty, or mystery of the universe; whatever arouses in them the sentiment of worship or fills them with admiration of true greatness, promotes reverence. There is no subject studied in school which,

reverently taught, may not yield its contribution to this sentiment.

3. Self-respect, which is also fundamental to moral development, is engendered in a child when he does his best at tasks that are worth while and within his power to do well, with proper recognition by teacher and school-fellows of work well done.

4. The cornerstone of a self respecting character is principle—the will to be true to the right because it is right, whatever the consequences, to act “with firmness in the right as God gives us to see the right.” The essential difference between principle and mere self-interest should be vividly brought home to each child.

5. The spirit of the class room and of the school—the spirit that makes children say with pride “my class” and “our school”—is one of the strongest of moral forces. Where there exists a proper esprit de corps, the problem of discipline is largely solved. Public opinion as a moral force should be moulded and utilized in every school.

6. The child should early gain the idea of social membership. The truth that co-operation and unselfishness are essential to true social living should be made real and vital. This truth is brought home through “group work” where the work of each is necessary to the work of all; and through the feeling in a school or class that the honor of all is in the keeping of each.

The child should also learn that he is a member, not only of the school, but of the family, of the neighborhood, of the city, and of the state and nation. What it means to be a loyal member of these social institutions should be made clear. The naturalness and the necessity of obedience and of helpfulness should be shown. The moral aspect of home tasks, and of working with the departments of health, parks, street cleaning, police, and education, and not against them, should be enforced by concrete applications. In general, the truth should be impressed that without loyal and effective social membership no individual can lead a complete life.

7. No person has a fully developed moral character until there has been a transfer of the seat of authority from without to within himself; a moral man obeys himself. Each child in every grade should be steadily helped towards self direction and self government. Effective means to

this end are: appeals to initiative and resourcefulness; the development of such sense of honor as will preserve order without surveillance; and some form of organization designed to quicken and exercise the sense of responsibility. To trust a child tends to make him trustworthy. A system of pupil self government, if wisely applied and not encumbered with unnecessary machinery, may be found effective. The form, however, of the organization is immaterial. The essential point is that the teacher, himself a member of the community, should make his pupils sharers to a certain extent in the problems arising out of their community life; and that he should entrust to them as members in their own right of the social body the performance of certain functions. Such training in social activity is effective training for citizenship. Under such conditions “good order” will mean not so much the refraining from disorder as the condition of effective co-operation.

8. Each school study has a specific moral value. Literature and history embody in concrete form moral facts and principles, showing to the child his own self “writ large,” furnishing him with ideals and incentives, and moulding his moral judgment; and they will accomplish these results the more surely as the teacher is himself moved by that which is presented. Every subject involving observation and expression is essentially moral. Every subject, therefore, should be so taught as to make for truth telling in word and act, and for training in self expression.

9. In connection with the regular studies of the school, such aspects of contemporary civilization as are of value for developing the social spirit should receive attention. Hospitals, societies for the prevention of cruelty to children and to animals, homes for orphans and for the aged and infirm, fresh air funds, and similar agencies for social service should be brought within the child's comprehension as opportunity offers. Deeds of heroism and self sacrifice done by firemen, policemen, soldiers, and other persons, should be presented and commended. The truth that success in life means more than mere money getting can thus be brought home again and again. The contemplation of deeds of cruelty, dishonor, and shame has

ecessary, though subordinate, place in building moral taste.

For further elucidation of this topic the teacher should refer to the syllabus in the appendix.

(c) The following list of topics affords subjects for many practical lessons in morals and manners:

(a) Duties to parents, brothers, sisters, playmates; to servants and other employees; to employers and all in authority; to the aged, the poor, and the unfortunate.

(b) Conduct at home, at the table, at school, on the street, in public assemblies, and in public conveyances.

(c) The common virtues, such as regularity, punctuality, self control, cheerfulness, neatness, purity, temperance, honesty, truthfulness, obedience, industry, and patriotism.

(d) In all such moral instruction and guidance the following principles should be observed: (a) The course of moral training is a development, in which the child is first led to act rightly and afterward to work from principle; he proceeds from obedience on faith to obedience on principle; from regularity to faithfulness. The child also develops from egoism to altruism. His impulse toward self interest normally develops earlier than his impulse to put himself in another's place. Upon the full development of the former stage depends the full development of the latter.

(b) The culture of the imagination is a powerful aid in moral instruction; first, the power vividly to picture consequences—to put yourself in your own place later on (foresight); secondly, as the power to "put yourself in his place" (social imagination, sympathy).

(c) In using literature and similar material for purposes of moral education, the teacher should not violate the law of activity. The child may resent having moral drawn for him which he can draw for himself. He is the more likely to follow the principle which he himself discovers or formulates because it is his own.

(d) The more effective method in moral education is positive rather than negative. A mind filled with worthy interest, high ideals, and helpful activities, has no room for evil. Approbation more than a censure leads to well-doing. Love is stronger and a better motive than fear.

(e) At every stage of school life pupils should be taught that they live under inexorable laws which they cannot violate with impunity, both physical laws and moral laws. Obedience is not optional; it is compulsory. Penalty follows law breaking as surely as night follows day, though the penalty is not always immediate.

USE OF LIBRARY BOOKS

The class library is designed to supplement school work and to furnish the teacher with such material as will attract the children to books, create a love for good literature, and encourage the habit of reading outside of school hours. A good rule to be followed in the selection of books is the one laid down by Dr. Hill in "The True Order of Studies;" "The most instructive reading for a person of any age, old or young, is that in which the author's tone of thought is above the average tone of the reader's thought, and yet not beyond his grasp."

The pupils should have convenient access to the library for reference work and general reading. They should be encouraged to draw books and take them home. Books should be kept not longer than two weeks without renewal; and such books as are in great demand should not be retained by a pupil more than one week.

JANUARY

(Old Rhyme)

January brings the snow,
Makes our feet and fingers glow.

"The downy flakes
Descending and with never-ending lapse,
Softly alighting upon all below,
Assimilate all objects." Cowper.

"Blow, blow, thou winter wind,
Thou art not so unkind
As man's ingratitude." Shakespeare.

"There was never a leaf on bush or tree,
The bare boughs rattled shudderingly;
The river was numb, and could not speak,
For the weaver Winter its shroud had spun;
A single crow on the tree-top bleak
From his shining feathers shed off the cold sun." Lowell.

"All Nature feels the renovating force
Of Winter, only to the thoughtless eye
In ruin seen." Thomson.

"Ah! bitter chill it was.
The owl for all his feathers was a-cold." Keats.

ETHICAL LESSONS FROM FROEBEL'S MOTHER PLAY

(A New Translation by BERTHA JOHNSTON.)

Order, the "first law of Heaven," and one
Essential to Heaven in the life of each son
Of the Father: The planets, the seasons, the tide,
Teach order and time in God's universe wide—
And he who would truly succeed in life here,
Keeps Order and Time in his own little sphere.

The infant's wee heart beats in rhythm and time
As the stars move by law in their orbits sublime,
Environed by order he learns to delight
In law that will help him to lead life aright.

* * * * *

SONG OF THE CLOCK

"Rise, rise, Br-r-r-r" the clock cries,
"Promptness gives mother a happy surprise."

"Eat, eat, punctual and neat,
That is the way to grow sturdy and sweet."

"School, school, promptness the rule
Knowledge is always a valuable tool."

"Work, work, never a shirk,
Power and joy in true labor e'er lurk."

"Play, play, part of each day,
This admonition is sweet to obey."

"Sleep, sleep, slumbering deep,
Sleep shepherd all of Time's weary wee sheep."

NOTE—In his verses for the child Froebel indicates the various activities which the clock helps us to do in an orderly way. These have been literally translated in the Hubbard kindergarten song book and we have not attempted a similar word-for-word translation. The lines above however, carry the child through his busy day and may be recited with the arm or leg swinging in regular measure.

FROEBEL'S COMMENTARY

(A motion play that develops the arm.)

This is easy in practice. Your child, O nurturing mother, either stands upon a table, as shown in the picture, or may just as well sit upon your lap, in such a way that one of his arms is free, so that you can move it like a pendulum. It is scarcely necessary to mention that the exercise is not confined exclusively to either the right or the left arm. It may be said, however, that for the all-sided development of your child, this play may alternate with the right and the left legs also, thus contributing much towards improvement in his health, beauty, grace and activity.

Shall we, reflective mother, talk together familiarly about the picture? Yet you know all this better than I do. I learned it first through observing your thoughtful, motherly activities.

You are quite right, dear mother. It is certainly noteworthy, that all that comes under the name of time-piece is alluring to

children. (Here, as in many other things the Swiss say, very significantly, *Zitt Zeit*, "Time"). I cannot free myself from the conviction (certainly as regards the welfare of the children) that this, like many others, may be referred to something higher and more spiritual—that it may be explained by reference to a certain presentiment, an affinity to the spirit. It is certain that the law of motion (rhythm) as expressed in the ever-regular oscillation of the pendulum, is very alluring, and you will remember, O well-instructed mother, thinking of your schooldays, that the nature, the velocity of the oscillation of the pendulum has taught us many important things concerning higher mathematics and the topography of the earth, so that it would appear that the presentiment of a higher significance in the allurements of the clock would be found here. But admitting this; the movement, the wheelwork, the apparent life in the clock, the mechanism, especially the concealment, with the mystery of the same are what you say attracts your child.

It may be so in part, I will admit, but not entirely so. Or why do children construct as I have often noticed, sundials in which there is no movement to be seen other than that of the almost imperceptible advance of the shadow? Allow me, then, in my opinion, the belief, the conviction, whatever you may call it, that the child's pleasure in the play and representation of the clock has its ground in his dormant premonition of the importance of time. My view injures neither the child nor anyone else, but may be profitably applied for the benefit of the child and every one else. For who does not know the importance of the right use of time under all circumstances of life? I know of scarcely anything that is more important to man from his earliest appearance on the earth than the comprehension of and observance of accurate time. Does not the very life of the infant in the first moments depend upon this? It is therefore in the highest degree essential that the liking of the child, this instinct, his intense attraction towards the clock, should be so utilized as to train him to a right comprehension of, a punctual observance of the right use of time.

Attentive mother, we will use our little play with the limbs to develop in the dear child the heed of time so that later he may

understand you, when if pleading, "show me the picture," you say

"Pussy likes to make herself so very neat and clean. Pleasure she gives to every one by whom she may be seen."

"Surely it must know that it is nearly time for some dear guests to arrive. Come too, my dear child," says mother to him, "that you may be made clean and bright" for soon a couple of dear visitors are coming to see my child. The father's dear eyes; they are so clear and bright, they must find my child pure also. Then, too, the beautiful flowers and the clean doves are coming. My child must be clean and sweet throughout to receive such dear visitors.

"But my dear child is always having visitors; soon the bright sunbeams, the shining stars and the luminous moon will come. All want to see and caress my child. All want to see my child because they have heard how pure he is; otherwise the pure would avoid my child who would only pain them and himself. Therefore, wherever you may be always keep yourself clean and pure."

Five children are playing "clock". These five children are five little fingers which want to learn how to tell the right time perfectly that they may do everything in just the right time. "Come here, you five little fingers of my child and learn something from the five little children.*

NOTE—It is a peculiarity of child life to associate an activity so closely with its object that they often form the object (united with the sign of the activity) directly from the active verb. Not interfering with this, one can later readily understand the peculiarities of other dialects. Thus, in one part of Switzerland they say, shortly, "what clocks it" instead of "what o'clock is it?" And a child says "I will road it" instead of "I will play in the road."

SUPPLEMENTARY REMARKS

The quaint picture called "Tick, Tack" depicts a mother standing by a table upon which stands the little child. The mother swings her arm in imitation of the pendulum of the clock upon the wall, showing the child how to move his arm. The babe has evidently just had his bath as indicated by the broad, shallow tub and the ewer upon the floor, and the basin and cloth upon the table. The pendulum of the carved clock upon the wall swings vigorously—below it is the high narrow box into which sink the weights. The cat sits upon the floor cleaning herself. Apparently the time for baby's bath is the time for hers. The heavily cur-

tained bed recalls the days of old when life was not so hygienic as now. In the upper left-hand corner is a window beneath which is a clock. Three children lean from this window and on each side of the clock stands a child, making five in all, all intensely interested in the timepiece.

PHYSICAL NURTURE

Froebel gives the suggestion for exercising the arms and legs by rhythmic singing. The muscles of the neck may also receive exercise by having the child play cuckoo clock, bending his head and calling "cuckoo" a given number of times according to the hour. Let other children count and tell what time it is. Let one child stand in center of circle and represent a certain time of day dramatically, the other children guessing the time meant. Thus, one child stretches and rubs his eyes. That means time to get up? Another plays eat or drink, which means breakfast time. Another folds hands and rests his head upon them, with closed eyes—bed-time. Another looks hastily at the clock and suddenly runs—train-time.

Hour-Glass

Arrange kindergarten chairs, or perhaps two lines of children in form of cross, like hour-glass with a space at center. Have other children fill up space formed by one angle, and at given word, one by one quickly hurry through opening into the remaining angle. Train them to do this quickly but without crowding or pushing. It will be a good exercise to help them in a crowd when boarding a train, or going through any other narrow passage-way—to do it without elbowing other people or being rude or thoughtless.

Clock-Store

Let the children represent different kinds of clocks as their ingenuity may suggest. For instance, the cuckoo clock is easily shown; the hall-clock may be represented by standing straight and tall and ticking slowly and sonorously; the pendulum swinging slowly. The alarm-clock is known by its sudden harsh rattle, and a musical child may represent a chiming clock. We have written some lines that may accompany sale of clocks when people come to buy, for instances school representative, business men and others.

When in the morning off goes the "alarm,"
 Up we jump bravely, in city or farm—
 Tho' we are sorry from warm beds to leap
 We're glad that it saves us from long over-sleep.

Here is a clock for the kitchen wall
 This kind you need the most of all;
 Telling the cook when 'tis time to prepare
 All the good things for our daily fare
 Wholesome and tasty, cooked to a turn
 Nothing is underdone, never a burn.
 Cheer and good courage, for work and for play
 We owe to the clock that goes never astray.

In all of the schoolrooms the strict clock is seen;
 It looks at the children, its face bright and clean.
 The hour it points out when each lesson is due—
 Geography, history, arithmetic too,
 It always keeps time and it never seems slow
 When all of the children their lessons well know.

MENTAL NURTURE

A study of the clock upon the wall may lead to a discussion of the cuckoo-clock and similar ones made in the famous Black Forest each part made by a different family and then brought together to make the entire timepiece. Do we observe that the weights are usually made in the shape of pine-cones? The Black Forest is so-called because of the splendid pines that give it such deep shadows.

From this as a point of departure reference may be made to the evolution of timepiece. How do primitive peoples measure time? By means of the moon (moons of the Indians) stars and sun. The regular movement of these heavenly bodies brings the day and night, summer and winter, seedtime and harvest. Speak of Halley's comet which is already visible to the astronomers and will be plain to the average eye in March or April next. It was so called because Halley first identified it as one that had appeared in ages past at regular intervals of about seventy-five years. The wonder of it all! And yet little insignificant man can measure and keep account of these beautiful and awesome bodies. The regular rise and ebb of the tide is another great mystery coincident with certain phases of the moon.

Speak of the sundial and make a simple one on the floor of the school room or in the school yard. Just a stick placed in one spot so it casts a shadow daily will do if the children notice it at the same time each day. Tell of the sundials in old gardens and on ancient buildings all through Europe. Why not useful on a rainy day? Describe the candles of King Alfred that measured time as they burned and an hour-

glass for egg-boiling can be procured at a hardware store.

Speak of the pendulum and show movement with a cord and small weight attached. Whether the string be short or long it will take just as long a time for the pendulum to swing between the same given points.

The first watch was made in Nuremberg and was called the "Nuremberg egg" because egg-shaped.

In Chicago, one of the railway stations was in charge of a woman who loved plants and she planted shrubs of such varieties that all the time, at least one shrub would be in blossom; one in spring, one in fall, etc., during the blossoming season.

The complex clocks that tell the hourly time and the season, moon-phases, etc., must be wound with great regularity, the same day every year.

Some of the famous historic clocks should be described, as that of Strasburg, and that of Prague with the moving figures. Colgate's Perfumery Company of New York have erected a clock on the Jersey shore of the Hudson with a face so broad (30 feet in diameter) that it can be seen across the river from the metropolis.

Speak of the clocks that have chimes. Indeed the word "clock" comes from a German word meaning "bell."

Switzerland is famous for handmade watches and fine ones, by machinery are well made in Elgin, Ill.

Read the Battle of Waterloo with its disastrous results for Napoleon; also Thomas K. Beecher's beautiful story "The People That Dwell in My Watch" in his volume "In Time With the Stars," published by Billings, Elmira, N. Y. Those who read German would be interested in "Sommerstage Im Schwarzwald," by A. Rutari, which in one chapter describes the people of the Black Forest who make the clocks.

Tell the story of Galileo and the invention of the pendulum.

Discuss the other parts of a clock, weights, wheels, face, hands. Of what is each part made? In a historic old house in Connecticut is a large clock where every part is made of wood.

Speak of the sections into which the United States is divided for uniformity of time for railroads. Why does New York time differ from Chicago time if reckoned by the sun? Which devises the most exact

timepieces, an agricultural country like old Palestine, or a commercial and manufacturing country? How is time marked on ship-board? By bells.

NURTURE OF THE MORAL NATURE

It will probably be noticed that, in the Commentary, Froebel omits saying very much about what constitutes the main thought of the verses for the child; i. e. that there is a time for doing everything, eating, playing, sleeping, working. He dwells principally upon the side issue, the results of the bath in making the child sweet and pure and clean. He appears to have drifted away from his main argument of the importance of time—at least he does not emphasize it, in his speech with the child although he does in the first paragraphs. Whether we agree with him or not in the reasons he assigns for the child's interest in the clock, we must all acknowledge that he who is mindful of time and order, who is punctual in affairs, in keeping his engagements, in attendance upon meetings, etc., is likely to be responsible in other matters and certainly helps the wheels of commercial and of personal intercourse to move smoothly. And history tells us that momentous events have hung upon "being on time." Perhaps the best known instance of this is the defeat of Napoleon at Waterloo because expected reinforcements did not appear at the time appointed.

As Froebel points out, the very life of the new-born infant may depend upon knowing what to do at the right time, and regularity of function with the child as with the adult, means good health. Regularity in eating and sleeping brings regularity of function. Regularity at meals, at school, at play, when not carried to extremes, simplifies living in these strenuous days and helps the child to self-control and serenity of spirit. Punctuality at meals should be impressed upon children as the meal hour is so often the only time when the entire family can get together to become acquainted with each other.

Value to business of punctuality! If one person is late to a committee meeting or business meeting it means waste of time to those who arrive on time. Explanation of time and tide wait for no man." Result upon business if trains did not start at regular times but at beck and call of individual people. In which community is business most alive, those in which trains do not

come and go on schedule time or those in which there is precise punctuality. In times past ships had to come and go according to high tide but now in these days of steamships and with harbors that have been deepened and widened, ocean liners begin to travel with the regularity of ferryboats.

What about punctuality in school attendance? Does tardiness affect the general standard of the class? Have we any right to bring down the record because of our delinquency? What about cultivating punctuality when young that we may be punctual in business later?

If we are employees are we going to be late to the shop or factory? What about the ethics of docking employes for tardiness? If all employes were conscientious would this be necessary? Are we going to leave work the minute "Time is up," leaving the letter unfinished, the sentence incomplete, the bit of carpenter work to be finished next day? With older children the rights and wrongs of the labor unions in regard to shortening hours may be discussed. Sometimes employers have made the work days so long that it has affected the health of the employes and on the other hand the unions have to some degree weakened the conscience and moral responsibility of the employes so that they do not take the joy in good workmanship that they should and are all too ready to leave the minute the clock strikes, even though work could be finished in a few minutes. It is dishonest for the employe to waste his employer's time and it is dishonest for the employer to insist on hours that are too long, using up strength that he can never pay for. Are some of our children going in time to help solve in equity some of these momentous problems? Are we going in business to "do to others as we would that they should do to us?"

DO THEY?

MABEL LIVINGSTON FRANK

Do the little angel children,
Living up so very high,
Take the sparkling, golden jewels
From the blue pin-cushion sky?

Do they wear them in the day time
And when evening shadows fall,
Stick them back in the blue cushion
For the dear delight of all?

NO SMALL CHANGE IN ALASKA

No pennies, nickles and dimes go to Alaska. Nothing can be bought in the Klondike for less than twenty-five cents.

MODERN FAIRY STORIES

THE LITTLE KEEP SWEET FAIRY

IVALOO MAXSON EVERTS



HE drowsy summer afternoon was fast sinking into twilight when Mr. Bumblebee, the proprietor of the Morning Glory Inn, was suddenly aroused from his quiet nap by the tinkle-tinkle of a bell in his office.

"Well, I declare," he exclaimed, "I must have just lost myself, and there goes the telephone. Hello! Who's this? Little Keep Sweet Fairy? Oh, yes, indeed; this season of the year we always have bed rooms whose doors open at the first peep of the sun. Oh, yes, we'll see that you get started early. You will arrive when the first heaven candle is lighted? All right, I'll tell Miss Butterfly to be ready to escort you to your room at once. Good-bye."

Stepping out to the door of his office, which was a big morning glory blossom, he signaled to Miss Butterfly, the chambermaid, telling her that little Keep Sweet Fairy was to spend the night in bud-room number six, and she must keep watch for she would soon arrive.

Having lighted the first star-candle, Miss Butterfly seated herself on a big leaf near the door of the inn to await the arrival of the guest. She noted that the star was burning brightly and was just thinking that Dorothy Bumblebee had taken good care of it when she heard a slight noise and Little Keep Sweet appeared. Miss Butterfly thought she never had seen a more dainty little creature. Her long golden hair hung in two great braids to the bottom of her dainty white spider-web dress; her innocent big blue eyes looked out from the sweetest little face imaginable. Just a wee pale and tired now from the long day's work. She looked just like a stately little lily as she stood there all in gauzy white with her tiny fairy wand held lightly in her hand. As soon as she saw Miss Butterfly her face brightened up and gliding swiftly to the big leaf she said with a charming smile:

"Good-evening, Miss Butterfly. I hope I have not kept you waiting long. I think I will go to my room right away, please, for I am very tired and have much to do on the morrow."

Miss Butterfly at once touched a bell and

the Morning Glory elevator came swiftly down. As soon as they had stepped inside Tommy Ant, the elevator boy, pulled on the tendrils of the vine and they swiftly rose to bud number six. Little Keep Sweet, pushing open the petals, slipped into the cozy room, and, having prepared for the night, was soon sound asleep.

Meanwhile Miss Butterfly flew to the garden and picking two tiny lily cups filled one with nectar for the guest's breakfast and another larger one with dew-drops for her morning bath. Having placed these outside the door of bud number six, she flew to make ready for other guests.

To Little Keep Sweet it seemed only a moment before she was awakened by a sunbeam dancing on her pillow but up she jumped, eager for the day's work, and dressed in such a hurry that she tore a rent in her blue morning coat. Such a terrible rent that she could not wear it that day.

"Oh, well, never mind," she said. "I'll hurry a little faster and so have time to take it to Miss Spider; she is such a dear, good, obliging soul, I am sure she will mend it so I can have it tonight."

Throwing it lightly over her arm, she picked up her queenly scepter and spreading her gauzy blue wings was soon out in the sunlight. Having left the coat with Miss Spider, she went hastily to her storehouse where she kept all kinds of flower perfume. Gathering a day's sweetness from each flower she darted forth on her daily rounds, stopping a moment with every blossom in the woods, fields, and gardens to drop a day's fragrance on the delicate petals. Just before leaving each place she stood for a moment on the tallest flower and reminded them all that they were her little helpers in keeping the world bright and sweet, and were to do their best every chance they had all day.


By this time the sun was well up and the fairy began her real work for the day. All the morning she went fluttering about from one home to another touching every one with her wand. At this magic touch the words, "Keep sweet," flashed into every one's mind and it made no difference how they felt before, now they were pleasant and kind and happiness reigned everywhere.

When afternoon came, Keep Sweet went to school and soon every one there felt the influence of the beautiful little spirit. As

teacher was closing school she announced that she was going to the woods to ask if anyone would like to go with her. Every hand flew up like a Jack-in-the-box and a joyous party soon went popping out of the school house door. As soon as they reached the woods each one went skipping away in search of his favorite flower and for almost an hour they gave themselves up to the delights of spring time and the flowery treasures scattered close together in the shade of the trees. But no one enjoyed it more than the Fairy who was happy indeed when she saw how well her flower friends were keeping their morning promise. As soon as the children were gone, Keep Sweet hastened to her room in Morning Glory Inn, arriving just as friendly Sunday was to rest behind the hills.

TABBY AND ROVER

EVELYN HUDSON



BENNIE was a little boy who lived in the country. He had many pets, Nanny, the big white sheep; Blacky, the little pig with the curly tail; Cock, the rooster; and Bob, the old gray horse. The one he played with most was Tabby, the cat. Tabby and Bennie had a good frolics together. One day Bennie's papa went to town, and when he returned home he brought a very nice basket. What do you suppose was in the basket? It was a little puppy. "I thought Tabby needed a companion," said papa, "so I brought a little dog home." Bennie quickly named him Rover. Then Tabby was called; but Rover and Tabby stood and looked at each other, for they had never seen a cat before. However, they soon became acquainted. Every day Tabby and Rover had frolics together in the yard, and sometimes Bennie joined in. Rover grew to be a large dog and was allowed to go after the cows every day. One morning after Bennie had been to the barn to say "good morning" to Nanny, Blacky, Cock, and Bob, he looked for Tabby; but she was no where to be found. When Bennie called, "T-a-b-b-y, T-a-b-b-y," she did not answer. Bennie climbed the stairs and ran to Tabby's home in the corner of the hay-loft. Here he found her with her baby kittens. He took one, but quick-

ly put it down, for Mamma Tabby had put a long scratch on his hand. Bennie ran to the house and told his mamma that Tabby had three baby kittens and when he tried to touch one, this is what she did.

"I know why she scratched you," said mamma. "She was afraid you would hurt her babies, they were so little. When they grow older she will let you take them."

Every day Bennie went to see Tabby and the kittens, but one day they were gone and when he went to hunt for them he saw Tabby carrying one in her mouth, just the way mamma cats do, you know. He called Rover and they watched Tabby bring her kittens down, one at a time, and let them play in the yard. Mamma Tabby thought they were old enough now to play alone, so every day she would leave them, while she went to hunt mice in the barn. One day when she called them, only two answered her call. Where was the other kitten? Rover and Bennie helped Tabby hunt, but they could not find her. That evening as Rover was driving home the cows, he heard a faint little "me-ow, me-ow." Over on the other side of the brook, which ran through the pasture near the barn, was the kitten. Rover jumped into the water, swam to the opposite bank, picked up the kitten in his mouth just as he had seen Tabby do, and swam back again. When Tabby saw Rover coming with her kitten, she ran to meet him, crying, "me-ow, me-ow." That was the way she thanked Rover.

CHRISTMAS

AN EIGHT YEAR OLD CHILD'S STORY AS WRITTEN CHAPTER I.

Once upon a time there was two little children. One was a little girl and the other was a little boy. The little girl's name was Irene, and the little boy's name was Albert. It was getting near Christmas, and they were writing their letter to Santa Claus. The little girl asked for a doll and doll-house and some books. The little boy asked for a rocking horse and a ball, and many other toys. Christmas eve came at last, and they both hung up their stockings and went to bed. The next morning they were up at the break of day. The little girl looked in her stocking; there was a doll, a sled and in the very toe there was a beau-

tiful ring. Then the little boy looked in his stocking and he had a ball, a horse, a sled and in the toe of his stocking was a box of candy. Then when they had both emptied their stockings they went down stairs and to their great delight there was a beautiful Christmas tree, with little candles and candies and everything good. Then the little girl said to her father: "Since I have so many nice things, why not give some to those who have not so many things?" Then her father said: "Well, after breakfast you and Albert and I will take some of your toys to the poor." So after breakfast the three started on their way. Pretty soon they saw some poor little children and the little girl said to her father: "Papa, may I give some of my toys to those children?" "Yes, if you like, my dear," said her father. So she gave them each a beautiful doll, then they went to the hospital and gave the children there lots of pretty things. When they got home it was dark and they had their supper and went to bed.

THE CROOKED OAK TREE

MARGARET THANE



ONCE upon a time an oak tree grew, alone, in a field. It was very straight and had wide-spreading branches. In summer the birds built their nests there; buttercups and daisies grew around it in the green grass; the sun shone warmly, and the wind blew gently, whispering so softly to the little acorns, hiding among the green leaves of the oak tree.

What did the wind say to the little acorns? It said, "Little acorns, something wonderful is going to happen to you some day."

And, children, something wonderful did happen. By and by the green grass turned brown and the buttercups and daisies lost their petals. Then the sun hid behind a dark cloud; the birds flew away, because it was so cold; and the wind laughed and talked very loud indeed. It shook the branches of the oak tree and the little acorns fell on the ground—all but one little acorn growing away out at the end of a big branch of the big oak tree.

"No, no," said the little acorn, "I want to stay here. I can see all the world from this branch."

"Ho, ho—ho, ho," laughed the wind and

blew harder, harder; till the little acorn at last fell on the ground.

"Well, well," said the little acorn, "here I am. I wonder what is going to happen to me. Perhaps I shall grow into an oak tree. If I do I am not going to be as straight as mother tree. It will be too hard to stand so straight."

Just then the wind shook the branches of the oak tree and some leaves fell on the ground and covered the little acorn. Then, of course, it went to sleep.

It slept a long, long time and when it awoke the sun was shining, the grass was green, and the birds were singing. The roots from the acorn were growing down in the ground and a little green shoot from the acorn was growing up out of the ground. Around it other little green shoots were growing from other little acorns, and beside grew the big mother oak tree, standing so straight, with its wide-spreading branches. The sun shone warmly on the little green shoot, the wind kissed it, but it did not stand straight.

"Dear, dear," said the mother oak tree, "this will never do. You must stand straight like the other little green shoots."

"No, no," said the little green shoot, "I do not want to stand straight. It is too hard to stand straight. Anyway, I do not want to look like other trees and I am sure I am much prettier now than any of the other little green shoots. I know, too, I can stand straight when I wish, but I do not want to stand straight and I know I never shall want to stand straight."

"No, no," said the mother oak tree, "little green shoot, you must grow straight now or you will not be straight when you are old. And you will not be a beautiful tree if you are not straight."

"I know better," said the little green shoot. So it grew just as it pleased and that was very crooked. It grew and grew into a little oak tree, a very crooked little oak tree.

The other little green shoots grew and grew, but they tried their best to grow straight like the mother oak tree. They grew and grew into little oak trees, very straight little oak trees.

By and by the young oak trees were almost as big as the old mother oak tree. Why, they were so big that the birds built nests in their branches. They were all very beautiful straight trees, too—that is, all

cept the crooked tree and that, you now, was very, very crooked, indeed. But, of course, the crooked tree thought itself more beautiful than any of the other trees. It was proud and happy.

One day some people walked under the trees. "O!", they said, "what beautiful straight trees. This crooked tree makes the others look straighter. It is too bad it is so crooked. It would be a beautiful tree if it were only straight like the rest." When the crooked tree heard the people say this it said to itself, "Well I guess I had better stand straight." So it tried to, for it saw it really thought it could; but, of course, it could not stand straight. It had been growing crooked for so many years that it had to keep on growing crooked.

The young trees grew bigger and bigger, year after year. The straight trees grew straighter and straighter, but the crooked tree grew more and more crooked. It was crooked that one side of the tree touched the ground, while the other side pointed straight up in the air. The tree looked so funny that people laughed at it and they did not like to sit under it because it gave so much shade on one side and no shade at all on the other. Of course the crooked tree was very unhappy, now, and, O, how it wished that it had tried to stand straight when it was just a little green shoot.

One day the wind blew strongly and laughed loudly, "Ho, ho—ho, ho." The straight trees bent this way and that way the wind blew, but the crooked tree bent only one way. The wind blew harder, harder, and the crooked tree bent more and more to the ground.

"O, please don't blow so hard, Mr. Wind," begged the crooked tree.

"Ho, ho—ho, ho," laughed the wind and blew harder yet.

Just then three men walked under the trees. "Dear me," said the first man, "that crooked tree will fall in this wind." "Yes," said the second man, "we must prop it with heavy beams."

"Yes, yes," said the third man, "we must prop it with heavy beams."

Then they hurried away, but soon returned, each man carrying a heavy beam.

"We must prop this branch," said the first man. So the second man and the third man helped the first man place the heavy beam, that he carried, under one of the big branches of the crooked oak tree.

"We must prop this branch, too," said the second man. So the first man and the third man helped the second man place the heavy beam, that he carried, under one of the big branches of the crooked oak tree.

"We must prop this branch, too," said the third man. So the first man and the second man helped the third man place the heavy beam that he carried; under one of the big branches of the crooked oak tree.

"Now," said the three men together, "it can not fall, and the other trees do not need to be propped. They have grown so straight that they will never need to be propped with heavy beams."

SOUNDS WHICH INTEREST CHILDREN

SIBYL ELDER.

- 1st In Nature.
- 2nd The Human Voice.
- 3rd Animals.
- 4th In the Home.
- 5th On the Street.

I. IN NATURE

Winds: whistle around doors, windows and dumb-waiters—makes clothes and awnings flap and signs creak—sighs in trees.

Rain, hail and thunder.

Brooks, surf and falls.

II. HUMAN VOICE

Talking, shouting, crying, whispering.

Singing, laughing, whistling.

III. ANIMAL SOUNDS

Barking and mewling.

Mooing and bleating.

Crowing, clucking, hissing, quacking.

Roaring and growling.

Singing of birds.

IV. SOUNDS IN THE HOME

Clatter of dishes, running of water, washing of clothes.

Rattle of coal, slamming of doors, creaking of dumb-waiters, roar of a blazing fire.

Singing of teakettle, thump of flatirons, squeak of pulley line.

Ticking of clock, whirl of sewing machine.

V. STREET SOUNDS

Sounds of wagons, carts, carriages, automobiles, fire engines.

Patter of feet, clatter of horses' hoofs.

Bells, whistles, gongs.

Drilling, blasting, hammering.

NOTE—Children are very fond of listening to various sounds. They should be permitted to imitate them as a preparation for later phonic work as well as for the pleasure it affords.

SUGGESTIONS FOR JANUARY

LILEON CLAXTON

Time and its divisions are little understood by the children. "A long time ago" is about a month. "Last Christmas" is ages ago. "One hundred years" means nothing tangible. Still during the first few days of the new year the thought of the passing of time is more naturally approached than at any other time during the year except possibly on some one's birthday. So we will speak of the old year and what it brought us. We will extend the new year greetings, tell the **name** of the new year, wonder what it has in store for us. The clock will be the center of this work. It is time to play games, time to sing, time to go home. Promptness can be suggested in connection with the commands of the clock. A calendar may be shown and talked of in a simple way. There must be no effort to force this idea but it can be so presented as to clarify the hazy ideas the children already have.

During the winter months there are many more fire alarms than at any other time during the year. For this reason we choose the fireman as our "Helper" for the month of January. If the activities of the fireman and the fire horse do not enter into the child's experience actively, the lamplighter drawn by horses. Here too the lamplighter would be a good "Helper." This would be true in small towns where there is no fire department and where the engine is not drawn by horses. Here too the lamplighter is more noticeable than in a large city. Stories of daring rescue from the flames would be too exciting to the imagination of the children but deeds of bravery in general would be appropriate for the story work at the time the fireman is the subject of discussion.

This month will in many cases be the last one spent in kindergarten by many of the children. References to the approaching promotion should be made. Some idea as to which ones are to go ahead should be given so that those remaining will not be disappointed at staying. The character of the work with the advanced children should be effected by the prospect of promotion. Short periods of playing primary class may be given when the children are very quiet. Dictation of simple forms may be introduced. Straighter lines insisted on during these practice periods. Finally if it can be

so arranged the kindergarten children should be taken to the class to which they will be promoted to become acquainted with the teacher, to see the room, to hear the other children read, etc. Those who are not to be promoted will go too, for they will want to know where their playmates have gone and what they are doing. In short the visit is to take away that feeling of strangeness so trying to many children.

Again the teacher must be certain that the children understand who are the "Promotion" children and who are not. Those who are to remain may make "Promotion" badges for the others and pin them on them before they go to visit the new room. All of these things are done playfully. Still they will tide over much of that vagueness felt at the time of the first promotion.

FIRST WEEK

Subjects for Morning Circles

1. New Year.
 - (a) Name of year.
 - (b) Things the old year brought.
2. Memories of Christmas.
 - (a) Tree.
 - (b) Gifts.
3. Time or the clock.

Stories

"All-the-Year-Round Story."—In the Child's World.—Poulsson.

"The Old Woman's New Year's Basket."—Mother Goose Village.—Bingham.

"Lazy Bettie."

Rhymes

"Hickory, Dickory, Dock.—Mother Goose.

"Little Jack Horner."—Mother Goose.

Songs

"The Little New Year."—Songs and Games for Little Ones.—Walker-Jenks.

"New Year's Day."—Songs of the Child's World.—Gaynor.

"Happy New Year to You," etc.

"The Clock."—Song Primer—Bentley.

"Tick, Tock."—Small Songs for Small Singers.—Neidlinger.

Games

"The Little New Year."—Songs and Games for Little Ones—Walker-Jenks.

"Sleighbing"—Big Sleigh, Little Cutters.—Sing Jingle Bells.

Christmas Tree Dance.

"Hickory, Dickory, Dock."

Bouncing Ball—One child in center bounce to a child on the ring.

Sense Game—Feeling—Use toys.

"Winding the Clock."—Songs for the Child's World.—Gaynor.

Dramatization

Represent the toys the children bring in after Christmas.

Different clocks and time pieces.

Rhythms

Winding the clock.

Swinging arms in time of the different time pieces.

Activities of toys.

Walks or Visits

Clocks in the school.

Public clocks.

Town clock.

Watch maker.

First Grade class room.

Illustrative Material

Calendar.

Watch and clocks.

Large face of clock with hands for the children to move.

Christmas toys.

Pictures of clocks, toys, etc.

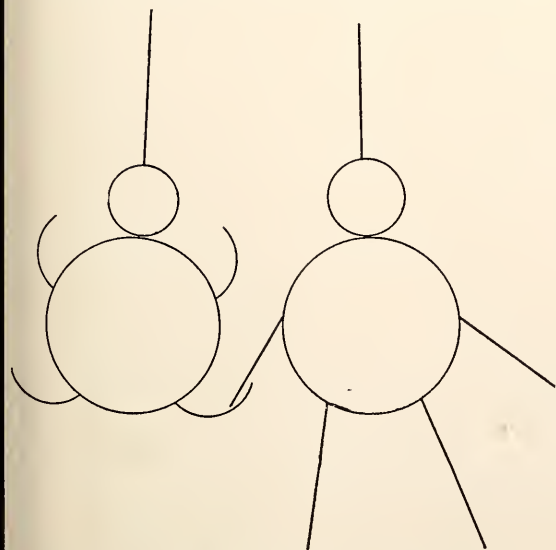
Old Father Time, the Baby New Year.

Gifts and Occupations

Sticks and Rings—The Christmas tree with ornaments.

Sticks—Stars.

Sticks, Rings and Half Rings.—Clowns.



Made of sticks, rings and half rings.

Sixth Gift—One third for each child. Free play. A clock. Add circular folding paper for face of clock and a pendulum made by hanging a First Gift ball in front of clock if you have enlarged gifts, or a bead and string if the small gifts are used.

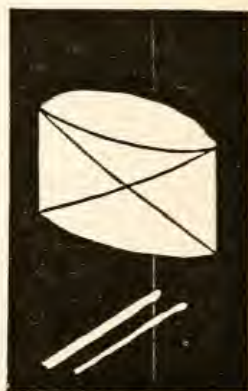
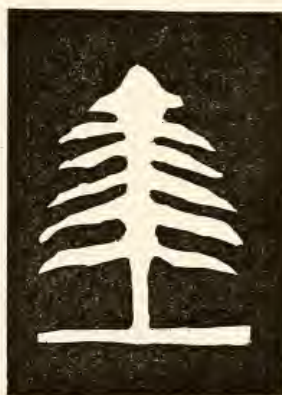
Plan gift periods that will enable the children to use their Christmas toys that they bring to kindergarten in their best relationships. For instance if fire horses are brought the Fourth Gift blocks will make a good stall for them. If a doll is the toy her house can be built with Fifth Gift blocks.

Cutting—

1. Christmas tree. Fold the paper and cut double.

2. Drum and drum sticks. Draw ropes on drum.

3. Simple toys.



Drawing.

1. Illustrative story work.

2. Branch of pine tree.

3. Doll. Cut out later. |

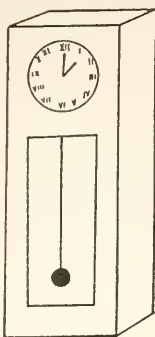
Tearing.

Doll clothes.

Have children saw the lower branches from the Christmas tree. Use these for fairy wands in a dance. Pick the needles from the branches and sew them in pillows for the kindergarten dollies or one large pillow for a sick child who is well known to the children.

Folding, Cutting, Pasting—

A Clock—Make oblong box. Paste circular folding paper near top for face. Hands and marks to indicate figures should be drawn on face before pasting. Tie wooden bead on a string for pendulum and fasten at the bottom of the face of the clock for the pendulum.



Sand—Use one large branch of the Christmas tree for a Christmas tree in the sand. Trim with regular decorations. Place the children's toys under it.

Clay—Simple toys.

SECOND WEEK

Subjects for Morning Circles

1. Snow.
 - (a) Color.
 - (b) Cold.
 - (c) Soft.
 - (d) Turns to water.
2. Snow flakes.
 - (a) Form.
 - (b) Frailty.
3. Ice.
 - (a) Color.
 - (b) Cold.
 - (c) Hard.
 - (d) Turns to water.

Stories

"Cleverness of a Sheep Dog"—In the Child's World—Poulsson.

"Jack Frost and His Work"—In the Child's World—Poulsson.

"Lost in the Snow"—Sheldon Reader.

"Jack's Ice Cream Picnic"—Mother Goose Village—Bingham.

Songs

"Sleighting Song"—Songs of the Child's World.—Gaynor.

"Tracks in the Snow."—Songs of the Child's World.—Gaynor.

"Frost Pictures"—Song Echoes—Jenks-Rust.

"Tiny Little Snow Flakes."—Songs and Games for Little Ones—Walker-Jenks.

Games

"Snow Balls."—Song Echoes—Jenks-Rust.

"Skating."—Merry Songs and Games—Hubbard.

Sleighting.

Ball Game—Aiming at target.

Sense Game—Taste. Contrast cold and hot.—Game of Senses, Song Echoes—Jenks-Rust.

Folk Game, "On the Bridge"—Singing Games for Children.—Hofer.

Dramatization

Falling snow flakes.

Making snow man.

Snow balling.

Rhythms

Dancing snow flakes.

Snow balling.

Skating.

Walks or Visits

Notice trees covered with ice—snow.

Make snowman in the playground or on the hillside.

Dig a cave in the snow.

Let children lie down and make impressions in the snow.

Have a short sleigh ride in a big sleigh if possible.

Slide on a short pond.

Watch the men cutting and storing ice. Look for icicles.

Illustrative Material

Snow brought into room.

Let it melt.

Snow flakes, if possible, the day of the snow frolic.

Pictures of stretches of snow, sleighing parties, skaters, snow flakes, etc.

Gifts and Occupations

Third, Fourth and Sixth Gifts—"Beauty forms." The children should not be confined to these forms during the free play with the gifts.

Sixth Gift—Free Play.

Cutting—

1. "Beauty forms." Take either square or circular folding paper. Fold both diameters. Keep the paper folded. Cut

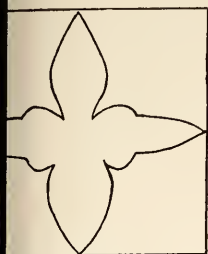


Circular paper

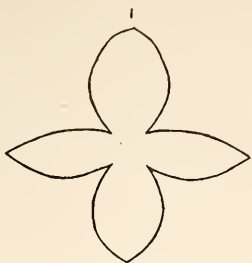
Open

Square paper

ns by retaining the center of the
and cutting away outer portions.
ne of these outer portions are also
y forms. Save such for mounting.



Outer portion



Open

Snow flakes. Use white papers as
auty forms.

Mittens. Color them.

Skating Cap. Color it.

sting—Mount "Beauty forms" on dif-
colored papers. Those open in the
r are very effective on transparent

ing—

ildren sleighing.

ildren skating.

ildren snow balling.

t some of these pictures out for sand

Winter scene. A hill with children
ning. A pond with children skating.
ge sleigh drawn by horses. A group
ildren in the sleigh. Small cutter with
r and one child riding.

Let the children make impressions
ft blocks in the wet sand.

ay—Make a "Beauty form" on a
ne of clay by pressing the Third and
th Gift blocks into the soft clay.

THIRD WEEK

Subjects for Morning Circles

Moon.

- (a) Color.
- (b) Phases.
- (c) Uses
 - } Light.
 - } Beauty.

Stars.

- (a) Color.
- (b) Uses
 - } Light.
 - } Beauty.

Light Bird.

- (a) Color.
- (b) Always fleeting.

Lamplighter.

- (a) Employments.
- (b) Tools.

Stories

"Linda and the Lights"—In the Child's
World.—Poulsion.

"The Star Dollars"—How to Tell
Stories to Children.—Bryant.

"The Little Girl With the Light"—
Mother Stories.—Lindsay.

"Dust Under the Rug"—Mother Stories.
—Lindsay.

"The Broken Window Pane."—More
Mother Stories.—Lindsay.

Rhymes

Star Light, Star Bright.

Jack Be Nimble.

Hey, Diddle, Diddle.

Songs

"Twinkle, Twinkle Little Star."

"Stars of the Summer Night.—Hiawatha
Primer.

"Stars and Daisies—Mother Play.—
Froebel, Blow Edition.

"The Baby and the Moon."—Mother
Play.—Froebel, Blow Edition.

"Baby's Boat."—Gaynor.

"The Light Bird."—Song Echoes.—
Jenks-Rust.

"My Shadow."—Songs of the Child
World.—Gaynor.

"Cradle Song."—Song Echoes—Jenks-
Rust.

"The Moon Boat."—Songs of the Child
World.—Gaynor.

Games

1. "The Moon Boat."—Songs of the
Child World.—Gaynor.

2. "The Rainbow Fairies."—Child's
Garden of Song.—Tomlins.

3. Aiming and Color. Place the six
First Gift balls in a row in the center of
the ring. Let the child choose a ball from
a basket to match the one he is to aim at.
Stand on a line a proper distance and roll
ball toward the desired color. All clap if
child is successful.

4. Potato Race. Instead of potatoes
use First Gift balls. Allow the children to
pick the balls up with the hands. Have
four or five rows of children playing at
once.

5. Sense Game. Seeing. Place First
Gift balls, skeins of yarn or large colored
papers before the class. Sing "Can you tell
who has gone," etc.

Dramatization

Children sleeping while stars twinkle and moon shines.

Lamplighter.

Walks or Visits

Tell children to look for the moon and stars at night.

Notice the clouds passing by.

Possibly you can see the moon in the day light.

Have play with the light bird in the playground.

Illustrative Material

Sky, Stars, Moon, Shadows, Light Bird.

Pictures of night scenes, children playing with the light bird.

Spectrum.

Gifts and Occupations

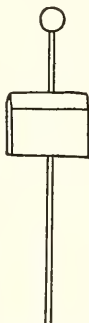
Sticks—"Beauty forms."

Rings—Designs.

Fourth, Fifth, Sixth Gifts—Represent Linda's home by the sea.

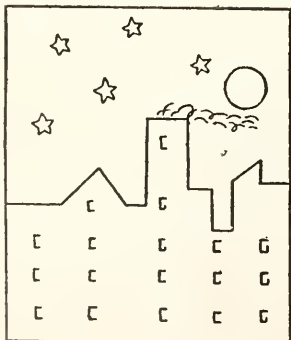
Linda's city home.

Sticks and circular and square tablets—A street lamp.



Post-box

Drawing, Cutting, Pasting—A night scene. Use blue mounting paper. Draw the outline of houses and chimneys, etc., in black with here and there a yellow light



shining through a window. Draw moon and stars in the sky or paste a parquetry circle for the moon and little stars. If the children are able to cut black mass representing roofs, chimneys etc., it is very effective to paste this to blue back ground instead of drawing it.

Drawing—

Moon in different phases.

Lamplighter's torch.

Lamplighter at work.

Illustrate story work.

Pasting—

A rainbow.

(a) Use parquetry squares of the proper color.

(b) Simple designs with parquetry paper.

Cutting—

Moon in different phases.

Sand—

(a) Make impressions of stars in wet sand with face of cube.

(b) Make design the same way.

(c) Make impressions of circles with end of cylinder.

(d) Make designs the same way.

Clay—

Cut oblong plaques and make border design in soft clay with face of cube and round face of cylinder.

FOURTH WEEK**Subjects for Morning Circles**

1. The Fireman.

(a) Duties.

(b) Bravery.

2. The Horse.

Duties as firehorse.

Stories

"The Leak in the Dyke."

"The Story of Thesens."—For the Children's Hour.—Bailey Lewis.

"How Cedric Became a Knight."—For the Children's Hour.—Bailey-Lewis.

"Pegasus."—In the Child's World.—Poulsen.

"The Giant Energy and the Fairy Skill."—Mother Stories.—Lindsay.

Rhymes

"Ride a Cock Horse."

Songs

"The Fireman."—A Baker's Dozen For City Children.—Valentine-Claxton.

"My Old Dan."—The Song Primer.—Bentley.

Games

Fireman."—A Baker's Dozen For Children.—Valentine-Claxton.
 by's Horses."—A Baker's Dozen For Children.—Valentine-Claxton.
 e Little Pony."—Song Echoes.—Rust.

e Game—Hearing—Have blind-child count strokes of a bell.

Game—Tossing ball in a basket in center of ring.

Dramatization

fireman.
 activities connected with a fire.
 ses dashing to the fire.
 ses returning from the fire.
 of horses after fire.

Rhythms

ses dashing to fire.
 d horses returning.

Walks or Visits

ine house.
 rant.
 liances for fire protection in school.

Illustrative Material

ch fire engines, horses, etc.
 ures of firemen, horses, engines,
 g building, etc.

Gifts and Occupations

n Gift—Engine house.
 n Gift—One-third for each child.—engine.
 and Rings—engine.
 k and ladder.
 e cart.

der.

s—

man.

se.

g, Pasting—

engine as described in the November magazine.

g—man's hat, coat, trousers, ladder,

ng—

hing house.

man.

ines, etc., going to fire.

g, Drawing—

e fireman's coat, etc., on a mounting

sheet. Draw head, hands, ax, ladder. Paste on a hat or draw it.

Sand—

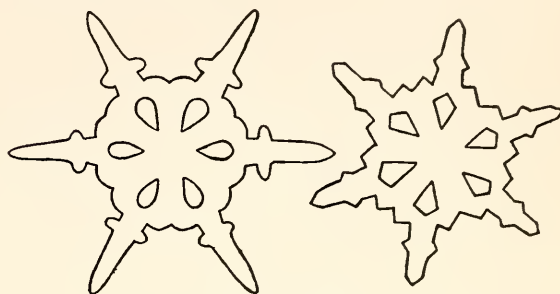
Represent a city street with engine, hose cart, etc., on the street. Place engine house built with Fifth Gift blocks in the tray. Use stencil horses and toy horses, stencil firemen and toy people. Have burning house of cardboard or a picture drawn by the children or one built with gift blocks.

Clay—

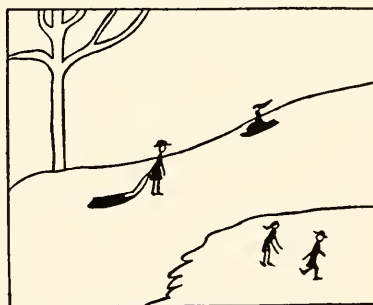
Horse.

Engine.

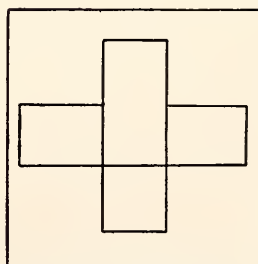
Fireman—Paint.



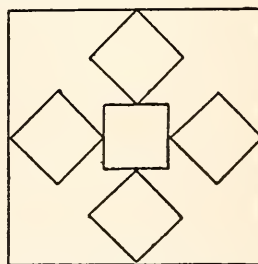
Snow flakes



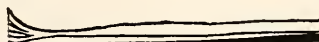
Snow scene



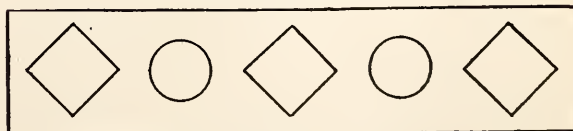
Clay Plaque



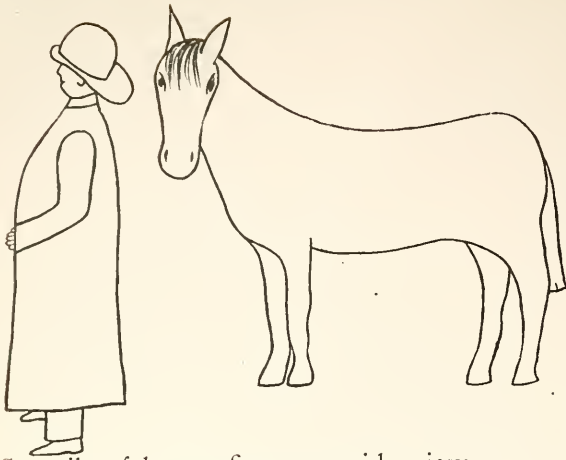
Clay Plaque



Lamp lighter's torch



Border design on clay.



Stencils of horse, fireman—side view.

PROMOTION DAY

(Continued from page 142)

close connection between the kindergarten and the first year of school work is indicated by the topics under which the kindergarten occupations are classified in this syllabus.

NOTE—The topics are: 1. Nature interests. 2. Language, including stories. 3. Songs. 4. Games. 5. Handwork.

The following reports written by kindergartners after taking the little ones to visit before promotion are full of suggestion and, I am sure, will inspire others to attempt to carry out this plan if they have not in the past. There are kindergartners who do not wait until the last week for these visits to the grades as will be noted in several reports.

I.

Our children have visited the 1 A class, listened to the children recite, sing and tell stories, and they in turn, sang and told stories for them. When they came back they told the other children what they had seen, heard and done.

2.

A couple of days before promotion we visited a "1 A class," heard them read and also heard them sing. Some of the kindergarten children sat in the seats just to see "how nice it will be to be grown up children" and have a desk of our own. My children saw some cutting which the other children had done like some we had also done and they seemed so pleased to be able to say "Oh we have done that." Then we visited the Principal's office and looked at all the different pictures and ornaments. When we returned everyone said, "When are we going again?"

3.

Thirteen children were promoted to 1 A. A few days before we visited the class rooms and future teachers. The children were very enthusiastic, and showed a lively interest, especially in the construction of the desks. Their teachers tell me they are well pleased with their work.

4.

We visited the 1 A class before and after promo-

tion. The children sat in the desks to try and looked at the books they would use. They were delighted to see paper-cutting around the room. They are reported to be doing very nicely.

5.

My children who were promoted were especially interested in the fact that they were to learn to read and write—which fact they all informed of—having probably learned it from the other children. They liked it when we folded the envelope and I let them scribble a letter to put on the side with pencils and paper.

6.

The kindergarten children are quite accustomed to the rest of the school, for we often visit different parts of it. One day this fall we visited one of the rooms and later when we were making border decorations the children asked to make one of that room.

7.

A bond of sympathy exists between the kindergarten and the first grade. We have invited the first grade classes to the kindergarten to share the nature material from the country. We contributed toys to establish a play time for the first grade classes on Friday afternoons. During January we have tried to prepare the children for promotion by establishing more rigid discipline.

8.

One afternoon we all went over to visit the first grade classes and on several different occasions the children have come down to read to us, or show us some of their work. The old kindergarten boys in 1 A have been very much interested in knotting the cord for curtains for our new house, and have presented us with five curtains.

9.

We have had two walks to Washington Park. We have planted two window boxes, some flower pots and a small one for each child. The children who were promoted in February have also been back after school to plant seeds.

10.

We visited the class of 1 A and heard a new lesson given. The children were very quiet and seemed to me greatly impressed. The teacher was giving little exercises in tone work very like that we had given in the kindergarten and the children recognized it. The thing that was delightful was to see the children recognize their playmates of last term.

11.

The children who were to be promoted went to 1 A for a visit. They were much pleased to make the visit. Enjoyed sitting in the seats. Told the children there did. They feel quite grown up. I wrote the names of those same children on a blackboard and with one accord each knew his own name and in some cases knew others.

12.

A few days before promotion, the children who were to be promoted visited the 1 A. They were interested in the reading of Henny Penny as they knew the story.

13.

The reports from the first grade teachers are very encouraging, and the children seem to be taking hold of the grade work with great interest.

THE AMERICAN PUBLIC SCHOOL AS A FACTOR IN INTER- NATIONAL CONCILIATION

MYRA KELLY,

In International Conciliation

Among the influences which, in America, promote harmony between alien races the public school plays a most important part. The children, the teachers, the parents—whether of emigrant or native origin—the relatives and friends in distant countries, are all brought more or less under its amalgamating influences. In the schoolroom the child finds friends and playmates belonging to races widely different from his own; there Greek meets not only Greek, but Turk, American, Irish, German, French, English, Italian and Hungarian, and representatives of every other nation under the sun. The lion lying down with the lamb was nothing to it, because the lamb, though its feelings are not enlarged upon, must have been distinctly uncomfortable. But in the schoolroom Jew and Gentile work and play together; and black and white learn love and knowledge side by side.

And long after more formal instruction has faded with the passing of the years, a man of, perhaps, German origin, will think kindly of the whole irresponsible Irish race when he remembers little Bridget O'Connor, who sat across the aisle in the old Cherry Street School, her quick temper and her swift remorse.

Of course, all these nationalities are rarely encountered in one district, but a teacher often finds herself responsible for fifty children representing five or six of them. In the lower grades eight or ten may be so lately arrived as to speak no English. The teacher presiding over this polyglot community is often herself of foreign birth, yet they get on very well together, are very fond of one another, and very happy. The little foreigners, assisted by their more well-informed comrades, learn the language of the land (I regret to say that it is often tinged with the language of the Bowery) in from six to twelve weeks, six weeks for the Jews, and twelve for the slower among the Germans. And again it will be difficult to stir Otto Schmidt, at any stage of his career, into antagonism against the Jewish race when he remembers the patience and loving kind-

ness with which Maxie Fishandler labored with him and guided his first steps through the wilderness of the English tongue.

These indirect but constant influences are undeniably the strongest, but at school the child is taught in history of the heroism and the strength of men and nations other than his own; he learns with some degree of consternation that Christopher Columbus was a "Dago," George Washington an officer in the English army, and Christ our Lord, a Jew. Geography, as it is now taught with copious illustrations and descriptions, shows undreamed-of beauties in countries hitherto despised. And gradually as the pupils move on from class to class they learn true democracy and man's brotherhood to man.

But the work of the American public school does not stop with the children who come directly under its control. The board of education reaches, as no other organization does, the great mass of the population. All the other boards and departments established for the help and guidance of these people only succeed in badgering and frightening them. They are met, even at Ellis Island, by the board of health, and they are subjected to all kinds of disagreeable and humiliating experiences, culminating sometimes in quarantine and sometimes in deportation. Even after they have passed the barrier of the immigration office the monster still pursues them. It disinfects their houses, it confiscates the rotten fish and vegetables which they hopefully display on their push-carts, it objects to their wrenching off and selling the plumbing appliances in their apartments, it interferes with them in twenty ways a day, and hedges them round about with a hundred laws which they can only learn, as Parnell advised a follower to learn the rules of the House of Commons, by breaking them.

Then comes the department of street cleaning, with its extraordinary ideas of the use of a thoroughfare. The new comer is taught that the street is not the place for dead cats and cabbage stalks, and other trifles for which he has no further use. Neither may it be used, except with restrictions, as a bedroom or a nursery. The immigrant, puzzled but obliging, picks his progeny out of the gutter and lays it on the fire escape. He then makes acquaintance of the fire department, and listens to its heated arguments. So perhaps he, still

willing to please, reclaims the dead cat and the cabbage stalk, and proceeds to cremate them in the privacy of the back yard. Again the fire department—this time in snorting and horrible form—descends upon him. And all these manifestations of freedom are attended by the blue-coated police, who interdict the few relaxations unprovided for by the other powers. These human monsters confiscate stilettos and razors, discourage pocket picking, brick throwing, the gathering of crowds and the general enjoyment of life. Their name is legion: their appetite for figs, dates, oranges and bananas and graft is insatiable; they are omnipresent, they are argus-eyed: and their speech is always "Keep movin' there. Keep movin'." And all these baneful influences may be summoned and set in action by another—but worse than all of them—known as the Gerry Society. This tyrant denies the parent's right in his own child, forbids him to allow a minor to work in a sweat-shop, store, or even on the stage, and enforces these commands, even to the extreme of removing the child altogether and putting it in an institution.

In sharp contrast to all these ogres, the board of education shines benignant and bland. Here is power making itself manifest in the form of young ladies, kindly of eye and speech, who take a sweet and friendly interest in the children and all that concerns them. Woman meets woman and no policeman interferes. The little ones are cared for, instructed, kept out of mischief for five hours a day; taught the language and customs of the country in which they are to make their living or their fortunes; and generally, though the board of education does not insist upon it, they are cherished and watched over. Doctors attend them, nurses wait upon them, dentists torture them, oculists test them.

(Continued in next issue.)

Manchurian larks will be liberated in Oregon next spring. The birds are little known in America, being about the size of native larks but in color like the wren.

MY DOLLIE

Would you like to see my dolly?
Her dress is just washed clean,
And I know you'll think her
bonnet

Is the sweetest ever seen!

It was Santa Claus that brought
her,

When I was fast asleep,
He wrote it in a letter

That she's all my own to keep.

—Lora Josephine Albright.

NEWS NOTES

New York—Over one thousand kindergartners gathered to congratulate Mme. Maria Kraus-Boelte on the completion of fifty years of work for the kindergarten cause, at a reception given in her honor by the Kraus Alumni Association, held at the San Remo, New York, on Dec. 2nd. The ball room was decorated with palms and the Kraus colors in yellow and white chrysanthemums, while the many floral tributes were massed at one end of the room, turning it into a veritable garden. It was an occasion of wide-spread interest in the educational world, and many prominent in various lines of work were present. Miss Maude Morgan rendered several selections on the harp and letters were read from Hamilton Mable and Nicholas Murray Butters. Miss Anna Harvey, on behalf of the Association, announced that a permanent fund has been started which would be used later on as Mme. Kraus should direct. C. W. P.

Savannah—Kate Baldwin School—An event of community interest was the Thanksgiving Party enjoyed by the children of six kindergartens—four free and two private. The large hall used for the purpose spoke of bountiful harvesting with its stacks of corn and sugar cane set off by mounds of pumpkins, apples and oranges, and its hangings of red peppers, and red corn against a background of leaves, scarlet and green. Before the feasting time an hour was spent in songs and games of the season, and Thanksgiving offerings for the less fortunate placed in an imposing heap. Part of the preparation was made by the Mothers' clubs. In the afternoon the hall was turned over to the Boys' and Girls' clubs of the free kindergartens for a frolic.

Atlanta—Kindergarten Normal—The Atlanta Kindergarten Alumnae club holds its meetings the first Friday of each month. An interesting talk on "Applied Art" was given at the December meeting by Mr. Mark Sheridan, Designer and Decorator. Officers of the Alumnae Club are Miss Ruby Richards, president; Miss Virginia Scott, secretary; Miss Mary Barnwell, treasurer; Miss Eva Richardson, press correspondent; Miss Willette Allen, Miss Mary Dickinson, Miss Daisy Laudauer, program committee.

Miss Willette Allen, president kindergarten department and Miss Mary Barnwell, principal. Sheltering Arms Kindergarten will attend the meeting of the Southern Educational Association at Charlotte, N. C., during holidays.

Georgia—Miss Hortense M. Orcutt, Supervisor, recently spoke before the Georgia Congress of Mothers on the subject of "Playgrounds." Plans for playground extension were discussed.

Charlotte, N. C.—The kindergarten department of the Southern Educational Association will hold two interesting meetings in connection with the association here Dec. 29 and 30.

Toledo—Miss Edith Houghton, formerly of this city, has accepted a position as instructor in Miss Hart's Training School, Philadelphia.

Pittsburg—Miss Sarah Norris, formerly of Miss Hart's Training School, Philadelphia, is now associated with the training school here.

East Orange, N. J.—Vernon L. Davey, superintendent of schools in a report on the cost of educating children in different municipalities of the state says he has discovered that in East Orange the cost of education is lower than in many other places.

On the basis of total enrollment, Mr. Davey asserts, education costs East Orange \$29.01 a pupil, and on attendance \$37.57.

Philadelphia—Miss Hart's Training School—Edward Coates addressed students of this school Dec. 16th, reading and interpreting a winning poem. A unique Hallowe'en party given by the seniors, first social affair for the new students (seniors) was strictly up-to-date, as witches in costumes entered the room, (which looked like a forest scene) in an automobile, brought with them the strange concoction for the cauldron—as it bubbled and was stirred over the fire fed by witches chanting incantations, the festivities continued, and all the old Hallowe'en games and all new ones were played. There were pumpkins, apples and cider.

Washington's Birthday—Juniors give a reception to the seniors. Commencement day juniors give a tea to the seniors. Tea every Thursday afternoon.

Miss Edith Haughton, assistant director and supervisor of practice kindergartens to succeed Sarah F. Norris; Miss Marion Monroe, hand-picked to succeed Miss Anna Williams. Miss Louise Robertson, History of Education.

Chicago—Chicago Kindergarten College—December was the last day for the kindergarten games and vacation. Over one hundred students took part in the exercises and it did one good to see young women can forget their self-consciousness and become children for the time being. There was sleighing, skating, snowball encounters, building snow men and for the time being, it was as if you were in the midst of a terrific blizzard. The freshmen, juniors and seniors mingled with each other in introducing novel features. A real Christmas celebration was held Dec. 21. There was a grand procession, preceded by sacred Christmas music, then the bible narrative, other Christmas music and finally the "Story of the Birth of Christ." These exercises grow more and more useful as our students learn to enter into the Christmas thought each year.

Miss Caroline Frechtling, Sr., nee Gercke, recently visited Chicago for the purpose of donating a complete Froebel system of kindergarten work as a permanent exhibit at the Chicago kindergarten college. This exhibit is one that cannot be duplicated, and consists of work from Froebel's work through the various stages to the present day. Frechtling gathered her wonderful selections of work, many of the articles are of rare value.

The exhibit is free to all students who wish to see the development of the kindergarten work from its inception, and visitors are welcome.—Oceano.

Newport, Conn.—Conn. Froebel Normal—Miss Laura Cezres, graduate of this school in 1907, instructor in Academic Department, having as subjects history, English, algebra and French. Miss MacNair has art for both kindergarten and primary classes. The school is now located at 10 West Ann street, and are having the parlors of the house thrown into one large room for the children's kindergarten room, which will be ideal every way. The children at the day nursery were presented with a Christmas tree by the children of the private kindergarten. A new nursery kindergarten has been instituted at the Hull school. Both of these were equipped and are maintained so far as material and young ladies in the care of them are concerned through the efforts of Mrs. C. Mill.

Savannah, Ga.—There is prospect of opening a kindergarten No. 9 in this city in January.

A meeting of the Helena Kindergarten Council held November 9, 1909, much enthusiasm was

aroused by the discussion of the topics, "How and why to Abolish the Colored Supplement" and "What Shall Be a Substitute in Its Place."

At the close of the meeting the council unanimously adopted the following resolutions: "Believing that the colored supplement to the Sunday newspapers has a debasing influence upon children, the tendency of which is to breed irreverence for old age and disrespect for parental authority; that it suggests cruel pranks and disorderly conduct; that it creates a taste for hideous pictures and humor of an inferior order, we hereby express our strong disapproval of its circulation and resolve that we will do all in our power to have its use and publication discontinued."

ANNUAL CONVENTION OF THE SOUTHERN KINDERGARTEN ASSOCIATION

The fifth annual convention of the Southern Kindergarten Association was held in Knoxville at the summer school of the South, July the 9th and 10th. The business meeting was held on the 9th of July at 5 o'clock; about one hundred teachers present representing fourteen states.

The president reported the issuing of the report last November 8, which gave a brief history of the kindergarten movement in the South, the present condition, as well as the number of kindergartens, kindergarten teachers, training schools and how supported. It was voted that this report be made an annual report. A fine exhibit was shown at this meeting of children art work from the kindergarten of Lincoln Center Settlement, The Commons Settlement, Chicago.

The open meeting of the Southern Kindergarten Association took place on the 10th of July at Knoxville, Tenn. Mr. Claxton opened the meeting with encouraging words of welcome and praise of the people who were working for the kindergarten.

The President, Miss Marion S. Hankel, then gave her report of the kindergarten work of the South and its needs for further development. Then came the speaker of the day, Prof. B. C. Gregory, Ph. D., Supt. of Schools of Chelsea, Mass. His plea was for a greater (or better) continuity between the kindergarten and the primary—with high praise of the kindergarten trained teacher in any grade in the school.

Miss Amelie Hofer then told of the plan of a four years' course for kindergartens to be continued at the summer school of the South from year to year. This course would help but would not complete the work necessary for a student to become a trained kindergarten teacher. The first of the series having been given in 1908.

Nomination of officers for the coming year read and voted—carried.

President—Miss Marion S. Hankel, Charleston, South Carolina.

Vice President—Miss Willette Allen, Atlanta, Georgia.

Recording Secretary—Mrs. Delia Cawood, Knoxville, Tenn.

Corresponding Secretary—Miss Margaret K. Somerville, Jacksonville, Fla.

Treasurer—Miss Ruby Willingham, Columbus, Georgia.

A great deal of interest was shown this year in kindergarten work. A very good audience attended the open meeting.

PRIVATE SCHOOLS GROW NUMEROUS

Twenty years ago, says the Educational Review, the number of private schools was small; ten years ago there was noted a decided increase, and today America is supporting something like 8,000 permanently established educational institutions exclusive of the public schools.

SEAT WORK

Seat work tests knowledge and skill. You present a lesson; you think he understands. He says he understands. Put him down to actual doing; that will prove itself.

He makes application of new thought, in various ways, along lines of expression.

Seat work must be enjoyable if attention and interest are to be held. Seat work is enjoyable if systematically planned with regard to purpose, method of handling, and results, and if the interest and ability of the child have been taken into consideration.

And now you ask, What is enjoyable seat work? Enjoyable seat work:

- (a) Makes children think. Children like to think—if allowed.
- (b) Is neither too easy nor too intricate for them to grasp.
- (c) Has to the child some definite purpose, some definite result.
- (d) Is closely associated with other work and interests of the school.
- (e) Is varied.
- (f) Gives time for freedom of thought and action on part of children—it means initiative.

The Atlantic Educational Journal in a very interesting article to primary teachers gives a long list of material which primary teachers can collect with little expense and use advantageously in their school work. Among the list being empty spools, spool boxes, colored wrapping paper, egg boxes, seeds of various kinds, twine, cord, yarn of different colors, and also gives the following list of supplies which can be procured cheaply and used advantageously:

Pegs for counters.

1000 sticks, assorted lengths (1 inch to 5 inches).

100 slats (10 inches long).

100 lentils (colors).

100 enlarged sticks (1 inch long).

1000 colored squares, assorted colors.

Paper squares for folding (4x4).

100 paper strips for lacing.

25 mats for weaving.

100 assorted sewing cards.

Word sentence builders.

Picture and sentence builders.

Phonetic sentence builders.

Word-making tablets (letters).

Number-builders.

Table-builders.

Dushane's figure cards.

Language cards.

Fitch number cards (36 cards)

Toy money.

Sectional animals and birds.

Combination stencils (18 cards).

Geography stencil maps.

Johnston poster patterns (5x6).

Animal set.

Bird set.

Flower and fruit set.

Clock dials.

Drawing cards.

Primary colored stencils.

Waxed crayons.

Latshaw rulers.

Tagboard (for making seat-work).

Cover paper (mounting pictures).

Perry pictures.

Brown pictures.

Little Classics, Ed. Publishing Co.

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 3. Story of Siegfried.
 4. Story of Beowulf.
 5. Story of Hiawatha.
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- How to Tell a Story: Psychology, Principles and Spiritual Equipment.

EDITORIAL FROM "EDUCATION," BOSTON, FEBRUARY, 1906

A course of lectures unique in material, scope, as compared with the traditional "folk tales" with which all are familiar, is the five lectures begun by Mr. Richard T. Wyche to be continued through January to the Baltimore Teachers' Conference. It is distinctly a course in story-telling and with lecture and conference will include folk tales, and develop the stories of Siegfried, King Arthur, Ulysses, Beowulf, and selected stories. The telling of stories—stories that have an historical and race significance—is an art which every teacher should be possessed, and which elementary grade teachers alone, but those of high school as well. The dramatic sense is so important in children, and particularly at the beginning of the adolescent period. In all historical stories and those in which the evolution of civilization and conditions are prominent, there is a need that teachers, particularly of the high school, be able to give the human perspective, the setting, the genetic view. The teacher of history, of literature, of art, or invention, who has power of graphic presentation and dramatic telling, is equipped as most teachers unfortunately are not. Baltimore is to be congratulated.

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"The Orphant Annie Book," by James Whitcomb Riley. A very large and beautiful volume by this great writer for little children. Strikingly illustrated with many full page colored plates. Price \$1.50 net. Bobbs-Merrill Co., Indianapolis.

"Legends From Fairy Land," by Holme Lee. Illustrations by Reginald L. Knowles and Horace J. Knowles. Introduction by Effie H. Freemantle. A beautiful volume of fairy tales for children. Elegantly bound in cloth with gilt top and many illustrations. It is announced as narrating "the history of Prince Glee and Princess Trill. The cruel persecutions and condign punishment of Aunt Spite; the adventures of the Great Tuflogbo and the story of the Blackcap in the Giant's well. Price \$1.50. J. B. Lippincott Co., Philadelphia.

"Changing Conceptions of Education," by Ellwood P. Cubberley, professor of education, Leland Stanford Junior University. This constitutes one number of the Riverside Educational Monographs, edited by Henry Suzzallo, and referred to in the last issue of this magazine. The book should be studied by every teacher in America. Price 35 cents net. Houghton Mifflin Co., Boston, New York and Chicago.

"The Brownie Song Book." A book of Brownie songs for children. Words and music written, composed and adapted by S. G. Pratt. Nine songs that every child will love to sing. Boards 20 cents. Laird & Lee, Chicago.

"Hand-Book of Industrial Drawing. For teachers in common schools. By Ida A. Tew, supervisor of drawing in public schools, Beatrice, Nebraska. We have received this volume from Ainsworth & Company, Chicago. It is well illustrated and the instructions are plain and easily understood. It contains also chapter of paper folding, clay modeling, stick laying, etc. Price 50 cents.

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It will have,—but space will not permit a full enumeration. Try it in 1910 and you will be satisfied.

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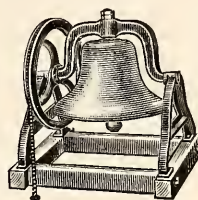
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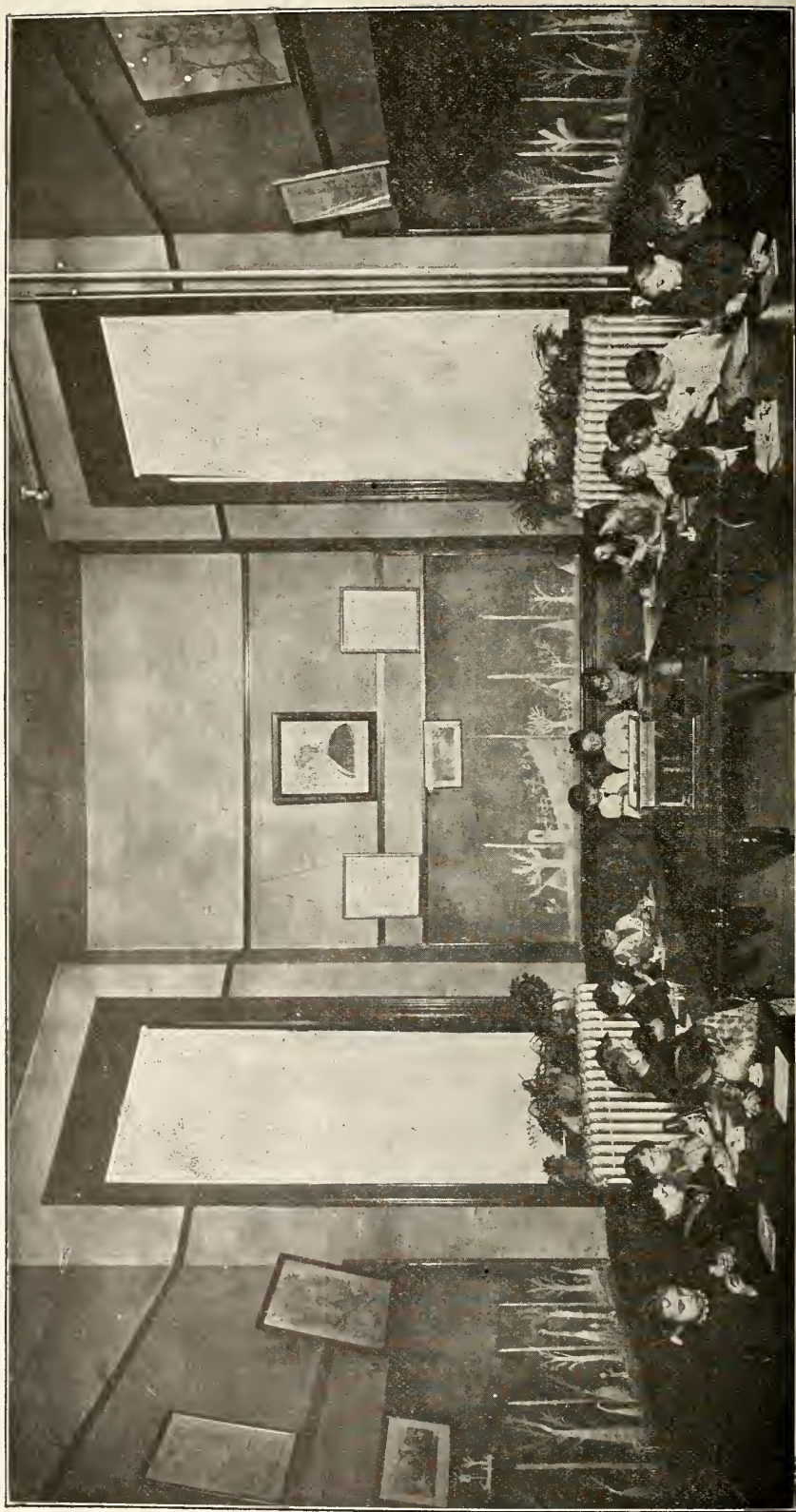
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The Kindergarten-Primary Magazine

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IMPORTANT

NOTWITHSTANDING the fact that we have requested that all subscriptions and advertising communications be sent to the business office at Manistee, Mich., we frequently delayed by the sending of business details to the editorial office.

Please send all editorial matter, except late news items, to the New York office, and business letters to the Manistee office.

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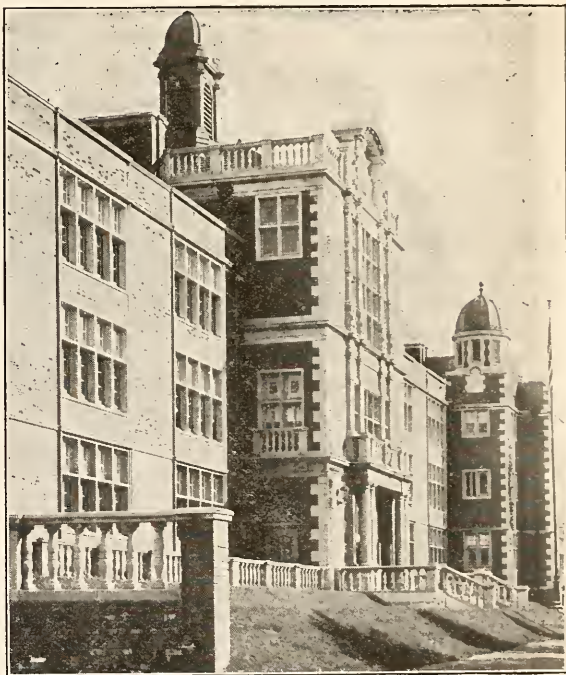
The meeting of the International Kindergarten Union will be held in St. Louis during the last week in April. Those who attended the last meeting of the Union in St. Louis will remember the royal entertainment given, and those who are going for the first time have a most interesting and delightful experience before them. Remember the time. The last week in April. A beautiful time of year in St. Louis.

THE KINDERGARTEN IN SAINT LOUIS

JENNIE C. TAYLOR

For many years Saint Louis has rightly earned the name "Convention City" but especially since opening her gates in 1904 to receive the world as her guest has she been proud to extend her hospitality to

many gatherings of many kinds. Her latch-string is always on the outside and it will give her a peculiar pleasure to have it "pulled" by that body of people of whom it may be said "A little child (is leading)



F. LOUIS SOLDAN HIGH SCHOOL.

Place where the I. K. U. meetings will be held.

them." It becomes her privilege a second time to welcome the International Kindergarten Union and a welcome warm and true it shall be.

St. Louis is justly proud of many things and not the least of these is the recognition that has come to her for having been "foremost in organizing a system of kindergartens whose influence has extended to every section of the country." Quoting from Mr. Francis E. Cook in The History of St. Louis, "It was a supreme moment in the history of American education when

Miss Blow and Dr. William T. Harris, for eleven years superintendent of schools, first met to consider the feasibility of the establishment of the kindergarten as a part of the public school system—she with her splendid enthusiasm, intelligent earnestness and practical good sense, fresh from the study of the workings of the kindergarten in its purest form; he recognizing in this institution the most perfect realization and embodiment of his most advanced pedagogical theories." August 26, 1873, the board of president and directors of the St. Louis public schools, upon the recommendation of Superintendent Harris, accepted the offer of Miss Blow to gratuitously conduct a kindergarten and instruct one paid assistant. An industrial district was chosen for this beginning. A room in the Des Peres school was appropriately furnished and Miss Mary A. Timberlake, an experienced primary teacher, appointed by the board as paid assistant.

Though from the first the experiment was eminently successful, it is probable that the clearest and most far reaching vision failed to catch even a glimpse of the full meaning of its success. Even we, who stand "upon the shoulders of the past" reviewing the history of its triumphs, can not measure its value—the countless lives it has touched and regenerated, the leavening influence of these lives in the world.

More children came than could be cared for and many young women of culture voluntarily gave assistance. In 1874 two more kindergartens were opened in the Everett and Divoll schools. In 1875, afternoon sessions were opened, accommodating two separate sets of children in the same room. That year the number of kindergartens was increased to twelve and in 1876-7, eighteen more were added. In this year the United States Centennial Commission (Philadelphia), in recognition of the merit of the exhibit prepared by Miss Blow, made an award to St. Louis for "excellence of work and for the establishment of the kindergarten as a part of the public school system." And so the stream ever widened until today St. Louis has 140 kindergartens located in 91 schools. In 49 schools there are two sessions attended by separate groups of children. In 1908-09 there were enrolled 11,000 children and 255 paid teachers cared for them. For the most part the kindergartens have beautiful homes

with all modern furnishings and equipment, and for this are largely indebted to the Commissioner of School Buildings, Dr. William B. Ittner, who considers the needs of the little child, as well as of those of larger growth, in making his plans.

After the kindergarten had been well established in the schools for white children, a demand for the same advantages for colored children resulted in the opening of the first kindergarten for colored children in 1882. There are now kindergartens in eight of the schools for colored children. These are conducted by colored women and one of their number, Mrs. Haydee Campbell, has charge of the training class for colored students.

The training of the one assistant in the first kindergarten by Miss Blow was the beginning of a public kindergarten training school which expanded with the demand for trained workers. "Women came from all parts of the United States and Canada to study with Miss Blow, and many superintendents of schools came to observe the kindergartens of St. Louis and to take teachers from there to introduce the system in other cities."

Miss Blow withdrew from active work in St. Louis in 1884. She had laid a firm foundation and the work was committed to the hands of those disciples who, under her training, had caught the inspiration and the insight to carry it forward in a way worthy of its founder. Miss Cynthia P. Dozier, Mrs. Ella Hildreth, Miss Laura Fisher and Miss Mary C. McCulloch were these disciples.

For twenty-five years Miss McCulloch has shepherded this flock. Natural endowment and special equipment with an unswerving fidelity to the principles of kindergarten, who pointed the way to nurture the little child according to the natural laws of growth, have combined to make her a leader true to the interests of the child and a safe guide and helper to the hundred young women who have gone out to minister to childhood.

THE UNDER-AGE FREE KINDERGARTEN ASSOCIATION

In the autumn of 1892 it entered into the mind of Mrs. Cornelia Maury, a member of the educational section of the Wednesday club, the great need for a work to be done among the little children in the poor

cts of the city who were too young to admitted to the public school kindertens. Mrs. Maury made a visit to the children of the river bank and with the insight of a mother and a kindergartner saw their great need. This insight resulted in action toward the opening of a kindergarten by the educational section of the Wednesday club. A room in Bethel Mission, corner of Main and Olive streets, was selected and here, at a nominal salary, on Easter Monday, 1893, Mrs. Maury opened the Riverside Kindergarten. Later the locality was changed to South Seventh Street and the name changed to the Isabel Crow Kindergarten. In 1894 the kindergarten committee, with the approval of the educational section, decided to withdraw from the Wednesday club and incorporated as the Isabel Crow Association. A training school was established, Miss Cynthia P. Dozier lending the use of her school room at 3104 Morgan street for the purpose. Miss Mary Waterman was in charge of the school assisted by a corps of competent teachers. A second kindergarten was opened in 1895 and a third in 1896. In the spring of 1896, Miss Waterman, Miss Runyan and Miss Dozier of the executive committee were called respectively to the Pratt Institute, Brooklyn; Teachers College, New York; and the supervision of the New York Kindergarten Association. Miss Fredrica Smith was placed at the head of the training school and made supervisor of the three kindertens. Miss Eunice Jaynes later filled the same position.

In January, 1902, the name of the association was changed to the Under-Age Free Kindergarten Association (Under-Age meaning under public school age), and this association at present conducts kindergartens in five mission houses in the poorest districts of the city. Mrs. Kohn B. Shapleigh is president of the association and Mrs. G. A. Finkelnburg, first vice president. Miss Clara McCluney has charge of the program classes for the teachers. It is non-sectarian in character and these five kindergartens are so many centers of influence touching the lives of 400 children and reaching out to the mothers and the homes, for in each kindergarten two mothers' Meetings are held every month and the training of the mother goes hand in hand with the development of the child.

NOTES ON KINDERGARTEN THEORY AND PRACTICE

Continued from the November issue of the Kindergarten-Primary Magazine.

E. LYELL EARLE

Our notes on Kindergarten Theory and Practice in the last three issues of the Magazine have defined the problem of Program and Method in the Kindergarten, and emphasized the chief aspects of Child Study that every successful kindergartner should know. Particular emphasises were placed on instinct, self-activity and on play as the native capital of the child's nature when he comes into the kindergarten room. To these are added his experiences from birth to the time he enters school.

If we were to proceed logically, we might take up here the physical conditions of the kindergarten room itself and the hygiene of the educative process at that period of the child's development. We refer the readers of the Magazine, however, to the two articles that appeared last year—one on the Hygiene of Children of the Kindergarten Age, and the other on the Kindergarten Beautiful, which expressed the editorial views of the Magazine. We shall return to these points in later issues. For the present, we will assume a kindergarten beautiful and hygienic conditions suited to the normal development of normal children. The present notes will be concerned with the problem of Organization, both of a time division and of subject matter and method in the actual carrying on of the morning work.

We would suggest the following time schedule for a morning kindergarten. We shall take up the all-day kindergarten later.

TIME SCHEDULE

- 8:40— 9:00 Children help in preparing room for the day, water plants, look at picture books, draw on black board, build, play in the sand, etc. Call them to the circle by the piano.
- 9:00— 9:25 Morning Circle—Quiet them with music and then have prayer or talk with the group, have the greeting songs and lead up to the prayer. Have greetings, prayer, finger plays, songs, observation of the weather, roll call when necessary. Plenty of conversation, sometimes a story. Twice during this circle the children should stand.
- 9:25— 9:35 Marching and rhythms.
- 9:35—10:00 Gift period.
- 10:00—10:25 Play circle.

Morning circle, good-bye circle and play circle are the most important things in kindergarten.

The morning circle is the most important exercise of the kindergarten. The piano should be played for four or five minutes to bring children into a unified whole. Then the prayer may be said but not unless the atmosphere and attitude are present. Songs should not occupy the whole time but teachers should encourage pupils to tell her their experiences. The morning circle is the place for social intercourse and for unifying the group. Children should not be kept sitting during the whole time. Each morning the essential elements should be present in the circle but introduced differently.

Provision should be made of blocks, picture books. Have children bring pictures and paste them on paper or paper muslin, balls, horse reins, etc., before kindergarten.

At beginning of circle the children must be brought into a unified condition. Do not have just a song rehearsal of the morning circle but talk about the songs. Do not pray until the atmosphere and attitude of prayer are present. The teacher should close her eyes and pray herself. Do not watch children during prayer.

In the conduct of the morning circle the teacher has one of the best opportunities for showing her insight into life and her power for forming its best habits. In these days of small, or one child, family the morning circle in the kindergarten truly takes the place of the family circle in the home, and where the kindergarten is large enough to have four sections there is a

Just as the teacher has the best opportunity in her morning circle, so its conduct is the best test of her efficiency. I have attended morning circles in the kindergarten that were a delight and the closest possible reproduction of the family and life with the suggestions of the larger social value that can be gotten out of such a gathering. And, on the other hand, I have listened to the most inane, meaningless questions that elicited corresponding answers from the children that I have ever listened to in a class room. Every question was a leading question, with the answer suggested, and bore no definite relation to the value that should be gotten from such an important part of the morning work.

To me the supreme start of the morning circle is to sum up and recall and focalize the experiences of the preceding days and to lift into consciousness knowledge and to vivify the needs of the children as a basis for the new matter to be presented on the particular day, and as an integral part of the unitary program being worked out in a given period of time or season.

The morning circle in the kindergarten holds to the kindergarten children and teachers the same place as the assembly holds to the grade work, and should be as vital to any gathering of good workers associated for a length of time in a definite purpose. We need more earnestness, more order, more purpose, more tone and more culture on the part of our kindergarten teachers and themselves in the conduct of the morning

le, to win from it for the children anything like its adequate values. It is the introduction to the school day is a true index of the tone that will characterize the rest of the morning work. When the other circles of play and of de-icing occur they will serve to unify the activities that have intervened between them and the child should depart from his morning kindergarten really grown into a deeper and deeper life.

American Public School as a Factor in International Conciliation

MYRA KELLY

In *International Conciliation*.

(Continued from last issue)

friendships frequently spring up between parent and teacher, and it often lies in the power of the latter to be of service by giving either advice or more substantial aid. At Mothers' Meetings the cultivation of tolerance still goes on. There women of every different class and nationality meet on the common ground of their children's welfare. Then there are roof gardens, recreation piers and parks, barges and excursions, all designed to help the poorer part of the city's population—without regard to creed or nationality—to bear and help their children to bear the killing heat of the summer. So Jew and Gentile, black and white, commingle; and gradually the hostilities are forgotten or corrected. The board of education provides night schools for adults and free lectures upon every conceivable interesting topic, including the history and geography and natural history of distant lands. Travelers always draw large audiences to their lectures. The children soon learn to read well enough to translate the American papers, and there are always newspapers in the different vernaculars, so that the immigrant soon becomes interested not only in the news of his own country, but in the multitudinous topics which go to make up American life. He soon grasps at least the outlines of politics, national and international, before he can speak English he will address an audience of his fellow-countrymen on "Our Glorious American Institutions."

It is not only the immigrant parent who benefits by the work of the public school.

The American parent also finds himself, or generally herself, brought into friendly contact with the foreign teachers and the foreign friends of her children. The New York public school system culminates in the Normal college, which trains women as teachers, and the College of the City of New York, which offers courses to young men in the profession of law, engineering, teaching, and, besides, a course in business training. The commencement at these institutions brings strangely contrasted parents together in a common interest and a common pride. The students seem much like one another, but the parents are so widely dissimilar as to make the similarity of their offspring an amazing fact for contemplation. Mothers with shawls over their heads and work-distorted hands sit beside mothers in Parisian costumes, and the silk-clad woman is generally clever enough to appreciate and to admire the spirit which strengthened her weary neighbor through all the years of self-denial, labor, poverty and often hunger which were necessary to pay for the leisure and the education of her son or daughter. The feeling of inferiority, of uselessness, which this realization entails may humiliate the idle woman but it is bound to do her good. It will certainly deprive her conversation of sweeping criticisms on lives and conditions unknown to her. It will also utterly do away with many of her prejudices against the foreigner and it will make the "Let them eat cake" attitude impossible.

And so the child, the parent, the teacher and the home-staying relative are brought to feel their kinship with all the world through the agency of the public school, but the teacher learns the lesson most fully, most consciously. The value to the cause of peace and good-will in the community of an army of thousands of educated men and women holding views such as these cannot easily be over-estimated. The teachers, too, are often aliens and nearly always of a race different from their pupils, yet you will rarely meet a teacher who is not delighted with her charges. "Do come," they always say, "and see my little Italians or Irish, or German, or picaninnies, they are the sweetest little things;" or, if they be teachers of a higher grade, "They are the cleverest and the most charming children." They are all clever in their different ways, and they are all charming to those who

know them, and the work of the public school is to make this charm and cleverness appreciated, so that race misunderstandings in the adult population may grow fewer and fewer.

The only dissatisfied teacher I ever encountered was a girl of old Knickerbocker blood, who was considered by her relatives to be too fragile and refined to teach any children except the darlings of the upper West Side, where some of the rich are democratic enough to patronize the public school. From what we heard of her experiences, "patronize" is quite the proper word to use in this connection. A group of us, classmates, had been comparing notes and asked her from what country her charges came. "Oh, they are just kids," she answered, dejectedly, "ordinary everyday kids, with Dutch cut hair, Russian blouses, belts at the knee line, sandals, and nurses to convoy them to and from school. You never saw anything so tiresome."

It grew finally so tiresome that she applied for a transfer, and took the Knickerbocker spirit down to the Jewish quarter, where it gladdened the young Jacobs, Rachels, Isadors and Rebeccas entrusted to her care. Her place among the nursery pets was taken by a dark-eyed Russian girl, who found the uptown babies, the despised "just kids," as entertaining, as lovable, and as instructive as the Knickerbocker girl found the Jews. Well, and so they are all of them, lovable, entertaining and instructive, and the man or woman who goes among them with an open heart and eye will find much material for thought and humility. And one function of the public school is to promote this understanding and appreciation. It has done wonders in the past and every year finds it better equipped for its work of amalgamation. The making of an American citizen is its stated function, but its graduates will be citizens not only of America. In sympathy, at least, they will be citizens of the world.

Paper Cutting Story.

Tell the children the story of George Washington and the cherry tree. Use engine colored paper for the different objects. Cut the tree from green paper, a bunch of cherries and leaves from red and green paper, the little boy from brown paper, his father from black and the hatchet from gray.

A NEW METHOD OF INFANT EDUCATION

JENNY B. MERRILL, Pd. D.



THE chapter on "Nature Education" in Dr. Montessori's "Il Metodo della Pedagogia Scientifica," is most reassuring. Genuine work in gardens such as Froebel urged and such as all kindergartners believe in and encourage, is given place in this Italian Infant school.

We understand that the Italian Infant school is intended to be placed in the house in which the children live, not only for the comfort of the younger children who are permitted to enter at even two and three years of age, but also that the mothers may be at ease, and that they too may observe and learn gradually how to deal with the little ones.

We hope that some model tenement houses will soon be constructed in our city with a model infant play room opening on a garden or at least on a playground. Our settlement houses in which kindergartens formed the nucleus, seem best to correspond with this Italian plan said to be already in existence in Rome and Milan.

Miss Lucy Latter, who visited our schools upon the Mosely invitation, centered her success in England around the school garden. Her excellent book* upon the subject seems to have guided to some extent the work in Italy.

It is delightful to realize these happy interchanges between the kindergartens, different speaking people and to know the nature that "makes all the world akin," the best connecting link.

In the first garden thus planned for the children in the heart of Rome, the surrounding neighbors, as they have here in New York, despoiled it with refuse thrown from the windows. Soon, however, lit by little, the children themselves so interested their parents in their garden that "without any expostulation" but seeming out of "respect for the work of the children," this annoyance ceased.

"Go make thy garden fair as thou canst,
Thou workest never alone;
Perchance he whose plot is next to thine
May see it and mend his own."

There are heart gardens as well as flower gardens and they lie as neighbors next to ours.

In this "Case dei Bambini," the garden has a center path, one side being planted with trees for the children to play under. Probably the sand pile is on this side.

The other side is divided into individual spaces for each child, so that we find essentially the Froebelian garden recognizing both individuality and the communistic spirit.

My conversation with the Baroness Inghetti, who called my attention to this interesting work in Italy, I learned that in one of the later work in the elementary grades each child keeps a record book of her observations upon one individual plant which he or she plants. First the plant itself is observed and a drawing of it is made. On the opposite page of the record book the little seed is named and described in words. The date and manner of planting is noted. If the seed is planted in a flower pot the pot is drawn and on the opposite page it is described and a statement made in reference possibly to its manufacture. Perhaps the child himself has molded it.

Then from time to time drawings are made showing the first blade, and each step of marked development with the corresponding descriptive composition opposite until fruitage is won.

It may be that through lack of care or neglect the little plant dies. This is recorded and a new trial made.

Similar work is being done all over our country in many of our elementary schools. I have never personally seen it carried out more fully and faithfully than in the book shown me by the Baroness. A second year each child may follow the life of a tad-pole and write corresponding descriptions. Another year the development of the caterpillar is the study and so until the lesson of unfolding life and its constant need of nurture is established in the child's mind and heart. The Baroness spoke most feelingly to a class of little girls in P. S. 68, Manhattan, about this work of the children in Italy who live upon her estate. She said, "We want them to see the wonders in the life right about them," and to learn "to love all developing life."

Miss Latter speaks of the patience and love cultivated in garden work which she feels helps in the philosophy of life.

In an article published in the Kindergarten-Primary Magazine in March, 1908, there is recorded a most fascinating record

of the possibilities of nature interests in a crowded city street. It is worth re-reading. Look it up.

"The little sparrows on the shed;
The scrap of soft sky overhead;
The cat upon the sunny wall;
There's so much meant among them all.

The dandelion in the cleft
A broken pavement may have left,
Is like the star that, still and sweet,
Shines where the house-tops almost meet."

(To be continued.)

THE DOH-DOO FAIRIES

NEW MUSICAL PLAY FOR THE KINDERGARTEN

BY J. VAN BROEKHOVEN.

Series IV.

When the class is fairly able to imitate a tone sounded on the tubes, piano or by the voice of the teacher, the following series of scale plays may be introduced. The teacher sounds the lowest tone—father Doh, by striking the tube Do, and the class sings it after it is struck; then the teacher strikes the tube Re, and the class imitate it likewise; then the tube Mi is struck, and imitated, and in succession the tube Fa, Soh, La, Ti and Doo. The class then sings each tune of the scale, up and down, until they are familiar with the fairy family, or scale play.

The teacher should see to it, however, that some regularity in time is observed in striking and imitating the scale play, so that the children become familiar with the divisions of time in singing. It may be practical to have the class stand up and mark the time like soldiers standing, by moving the body from the right foot to the left foot, which regulates the time equally into two parts easily repeated by the action of the body. Some child-like association may be employed to make this more attractive.

The exercise begins by the teacher striking the tone on one step while the class imitates the tone on the other step; that is: the tone is struck on the R step, while the class imitates on the L step, or the order may be reversed. By the exercise the child learns to watch the emphasis or stress of the R and L step, or different sides of his body. For some children have a tendency to do everything with the right hand or arm in preference to the left. An additional practice consists in having the child make

motion with the right and left arm, alternately, in comparison with the marking of the time by the R and L step during the singing of the scale play. This double motion of step and arm movement may be varied as the teacher sees fit. For in them lies the elementary training in rhythm, and are consequently of sufficient importance to pay some attention to them in the Kindergarten play.

After the class can thus produce the sound of the tubes by the voice combined with bodily movements the introduction of short melodies is apropos. These melodies should be short, and consist of short motion, with rests between them. The following are some examples, which may be multiplied by any teacher having the elements of music at command. The upper line presents the tones struck on the tubes, and the second line the tone names sung by the class, after the tone is struck by the teacher. The lower line indicates the R and L step which mark the time rhythmically, and should be kept up also during the rests.

Melody 1.

Tones	{	Doh - Re - Mi - Mi - Re - Doh -
Class	{	Doh - Re - Mi - Mi - Re - Doh -
Steps	{	R L R L R L R L R L R L R L R L

Melody 2.

Tones	{	Mi - Fa - Soh - Soh - Fa - Mi -
Class	{	- Mi - Fa - Soh - Soh - Fa - Mi -
Steps	{	R L R L R L R L R L R L R L R L

Melody 3.

Tones	{	Doh - Re - Mi - Fa - Soh - Fa - Mi - Re - Do -
Class	{	- Doh - Re - Mi - Fa - Soh - Fa - Mi - Re - Do -
Steps	{	R L R L R L R L R L R L R L R L

These scale plays combining imitation of tones with rhythmical bodily movements should be continued until the class can perform them with ease. The attention of the child is then centered, not only on the production of pitch, but also on his bodily movements. Hence his attention is divided, and yet the regularity and rhythmical repetitions of the body must be maintained. This requires a nice and delicate mental operation. Quite a task for some children. And when the sense of sight is also combined with these scale plays, the mental function is increased and also made more difficult. And yet the simple exercise here suggested can be useful in this mental training. To employ the sense of sight in conjunction with the foregoing scale play

the teachers should familiarize the children with the numbers of the scale tones—1, 2, 3, 4, 5, 6, 7, 8, and also with the syllable Doh, Re, Mi, Fa, Soh, La, Ti, Doo, by placing them on the blackboard one above the other, thus:

Doh	Re	Mi	Fa	Soh	La	Ti	Doo
1	2	3	4	5	6	7	8

This can be done without singing at first, and when the class understands and is able to recognize the numbers of the eight fairy names the short melodic exercise may be written on the blackboard, with the numbers for the tones, and the fairy name below them, thus:

Tones	{	1 - 2 - 3 - 3 - 2 - 1 -
Class	{	- Doh - Re - Mi - Mi - Re - Doh -
Steps	{	R L R L R L R L R L R L R L R L

When this has been practically achieved the teacher should divide the melody into groups of two steps (R L) by placing a vertical line between each two R L step thus:

Tones	{	1 - 2 - 3 - - 3 - 2 - 1 -
Class	{	- Doh - Re - Mi - . - - Mi - Re - Doh -

While this scale play may seem complicated at first view, it is by no means beyond the grasp of the child and practical value in the kindergarten training—if properly conceived and practically applied. The importance of this elementary training employing so many subtle functions of the child's mental forces can not be questioned. The practical point lies in the judicious and practical application to kindergarten methods.

You must not only be cheerful, but stay cheerful, too. Don't be like the revolving light, flashing out one minute and submerged in darkness the next. Send a steady ray of cheer throughout the year.—C. B.

THE FIRST DAY AT SCHOOL BY MARY WHITE SLATER

Ma, 'taint no use for me to go—
She don't teach nothin' that I know.
She talks about the birds an' trees
An' never mentions A-B-C's.
Sings 'bout fishes in the brooks
An' says we needn't bring no books.
An' when I told my name was Ted
What d'you think she went an' said?
"Your really name is Theodore
An' we won't call you Ted no more."
So when she marched us out to play
I 'cided I'd come home to stay
For 'taint no use for me to go—
She don't teach nothin' that I know.

Reprinted from Cosmopolitan Magazine

ETHICAL LESSONS FROM FROEBEL'S MOTHER PLAY

A new translation by BERTHA JOHNSTON.)

Silent premonition in the child lies hidden
That in life's current he stands not alone;
Outside judgment now he lists unbidden
Influenced for good or ill by act and tone.

Other plane in life the growing child's ascending,
Call of true renown while he an ear is lending.
Now the wise mother takes tender heed
That false appearances do not mislead
That in external show he doth not quiet rest,
That inner worth makes ever his soul's earnest
quest.

CHILD'S SONG

"O gallant knights come galloping gay
To the castle courtyard gray.
What would you have, O riders fine?"
"To see you dear little child we pine—
To hear he is good as a child could be,
As a lambkin frolicking, joyous, free.
We seldom a knight a baby sees;
You give us a glimpse of your darling, please."

"Indeed you may see my cooing dove
Is worthy even a brave knight's love."
"Dear little babe we're glad to greet
The who makes mother's cares so sweet;
We for good children will never cease,
For you have ever joy and peace.
Farewell, and as we gallop along
We'll sing of good children a happy song."

NOTE—The grade teacher may here tell the story of western miners who rejoice so when immigrants appeared with small children. A bright poem describes the excitement in a circus given in Western mining camp when the baby carried by a horseback rider began to laugh and the rough audience learned that it was a real baby. All wanted a glimpse of the little one and the hat was passed around to collect money for the baby, turning filled to the brim. In playing the right game with older children we suggest the following lines in place of four above:

"We hear he is loyal, obedient, free,
One day perhaps he a knight may be,"

"Indeed you may see my page so true
Is worthy the love of e'en knights like you."

FROEBEL'S COMMENTARY

As your child sits upon your lap, your left arm gently embracing him, the fingers of your right hand move forward (always advancing from the little finger toward the thumb), representing the galloping or stamping of horses and their riders, as if running towards the child; alternately, during the continuance of the little song, approaching and then again retreating.

With this and the succeeding little play we reach that plane in which the formation of the soul, the character, the will, of the child is predominant; all that was done thus far, towards this end, was done incidentally by chance; what is now done with this

in view, is done with fixed purpose and clear intention.

Knights and horsemen are the expression of free self-determination and volition, and represent control of strange, absolute, if rude nature forces that are all but intractable. Knights and riders, therefore, early enchain the attention of boys and girls and stand to them as models of enchanting, we might almost say, ideal beauty. Their judgment and opinion therefore, is by no means a matter of indifference to the child, but has a value and an important value to him. Play and song therefore, join their word as a means to this end which through song and play we would so gladly reach with the children.

But the motto warns us to be careful here, O mother. The differentiation has taken place in the child's consciousness between himself and a second. He measures, compares, weighs. On this plane, the child confuses only too easily that which he is yet to be with that which he is now; and believes or would at least like to believe, that he already is that which he is yet to become and should become. Yes, we ourselves, and others (in the belief that the child does not yet understand such things), bring him to believe that he is already, in reality, that which we love in him but which is only in process of becoming. We bring him to this belief, in that we also, in our love for him do not distinguish that which we already love in him (as a weak beginning, as simply budding and nascent), from what he really is at present. And because of this insufficient distinction, both for the child and ourselves, between the already existing and the just becoming, we do ourselves and him great injury. May we, in behalf of both, be able to make this clear to ourselves through the liking, love and respect of others, through the regard of others for him (because of the good already awakened). this (goodness) should be strengthened and developed. But this should so take place, both on the part of others, and on your part, O parents, and especially on your part, loving mother, in such way and manner, that he feels that this liking, this love, are his, only in so far as he himself is really good, for the sake of the actual good already existing; that he feels that only in so far as he himself is good, will he be loved by others also. The child must early learn to feel through your

conduct towards him, that your kind, loving behavior is induced not so much on account of his small external person, but only for the sake of his mind, his soul, emphatically, because of the fond hopes you entertain of him; when, therefore, mind and spirit become clouded, when the hope lessens, the love also withdraws. For this reason, when in your child, regard for outside opinion awakens, when it takes notice of and sets the judgment of others over against itself, then, parents, and then, all you who have influence over children, you have essentially a twofold thing to consider: first, as already claimed, you must plainly distinguish, in your judgment of the child and in your conduct toward him, between that which your child already is, from what he should and what he may become. Secondly, you must in your attitude toward your child, in relation to that which he already is, distinguish clearly between outside appearances, that which is evident in his personality, from inner motives and springs of conduct; from the inclinations and aims, in order that he may not acquire a wrong opinion regarding his small person and become strengthened therein. In the right comprehension or non-comprehension of what is here laid down and in judicious living in accordance therewith lies the turning point for the child, between his aspirations for the inner reality or outside appearances. And thus, dear mother, you at least, have in your power the cherishing, the nurture of these aspirations, even in your first prattling plays with the nursling. For then the river of life is at its spring, which the gentlest pressure of the hand may guide here or there at pleasure; but later it becomes a torrent whose current no power may determine.

But there is yet one other thing which may awaken in your child early reverence for the good, and the aspiration to emulate it, to attain it, in a word, to be good himself, and this is not alone the respect and reverence which you show for the good in him (the child), but far more, the respect, the recognition which you manifest towards the good in outsiders because of what is good in him. Every distinction conferred upon an outsider which seems to the child deserved and just, which seems to him attainable, even if only through great labor, awakens the desire to emulate it and spurs him on.

Froebel concludes his commentary with the following dialogue in verse:

"The song of the good child I'd like to hear
Which the knights will sing to their children dear

THE KNIGHTS' SONG OF THE GOOD CHILD

"Come, and hear us happily tell
Of what on our journey us befell—
A song of a good little child we bring,
So hasten dear children and hear us sing:

"In her lap, all cuddled up,
Like the rose in mossy cup,
Found we Mother's darling child
Happy, active, gentle, mild;
And the child, so vigorous, clever,
(Hand and body busy ever,)
With his blocks, to build, oft tried,
On his own wee strength relied.

If one fell he did not cry,
But again, again, would try
Ne'er discouraged—ah! thought we,
Angels must his playmates be.
Mother's love the angels meek,
As she kissed each rosy cheek,
Blessing, kissed the baby brow—
Ah! new thoughts are stirring now,
Mother now his toys must take,
Loving gifts to her he'll make,
Mother, dear, they're all for you
For I love you, yes, I do.
Now he laughs and runs and springs,
From afar his treasures brings—
But again toward her he yearns,
To her lap again he turns,
Quiet sinks upon her breast
Happy both, as he finds rest.
Safe from sorrow, safe from harm,
Clasping Mother with his arm.
Weary is the little one
Now in peace he slumbers on.
And, as closes each bright eye
Mother sings a lullaby.
Then within the crib she lays
Baby, tired of his plays,
Clasping still the little toy
Which had been his chiefest joy.
O'er him, Mother bends in prayer,
Covers him with tender care
Now she sees the infant smile
Angels speak with him the while."

"Mother, dear Mother, I'm tired too."
"Sleep, my darling, I'll sing to you."

SUPPLEMENTARY REMARKS

Three of the Mother Plays center round the Knight motif. One picture shows the Knights and the good child; a second, the Knights and the bad child, and the third the mother concealing her child from the friendly Knights.

In the first illustration we see five of these gallant horsemen approaching the castle upon their spirited steeds. The mother stands upon a balcony holding the little one whom the Knights wish to honor. A drawing of the hand is shown at the top of the picture to illustrate the movement of the galloping riders. The high castle

wall, the tower and the stone pavement give an idea of the stern severity of castle-architecture.

PHYSICAL NURTURE

The study of the various trades and their important place in the social body leads up to the Knight, the ideal hero as a fitting climax. And since the Knight or soldier is the ideal of most boys and girls the subject affords a fine opportunity for the teacher to impress upon the children important truths concerning the health and care of the body. In order to do a Knight's work in the world his body must be strong and under his absolute control. He must keep it clean and vigorous by the daily sponge with cool water. He must be self-controlled and not over-eat, or eat things that may not agree with his particular organization. Speak of football players and racers and other athletes when they are in training. What do you think about a man who is abstemious only when in training, and then overeats or over-smokes or over-drinks the rest of the time? Is he an example of a good Knight?

If we are born with feeble bodies we may often strengthen them so that we may do good work in the world. Tell of Roosevelt who made a strong body of a frail one by his years of life among the cowboys. Shall we all learn how to swim and ride if possible so as to be ready for knightly service when occasion requires? Speak of danger of over exercising one set of muscles. The man who devotes all his energies to rowing is not an all-round man and is often a short-lived one. Speak of necessity of good air and right breathing in order that our bodies may be always ready for service. What is the right way to breathe? Speak of importance of keeping teeth in good condition. The health authorities are laying great stress upon the important relation between good teeth and the general health.

What about tobacco and drinking? If we know that we have a weakness for such stimulants and know that there is the slightest danger of learning to like them too much have we any right to run the risk. Does a true Knight go heedless into danger?

In addition to the little finger-play of the galloping Knights, in the kindergarten it is customary to dramatize the little play, some children forming the straight strong

castle wall, while others represent the mother and the good child and still others the gallant Knights who gallop around to the tune of merry stirring music. In addition to this exercise, let the children play with aiming games (the preparation for knighthood). They may throw balls into a given space or into an open box. Grace-hoops may be introduced to give practice in the attainment of grace, for the Knights were graceful and easy in deportment, as well as strong. Let the children dramatize the lives of some modern Knights. The girls may be told of Florence Nightingale and of heroic women and represent scenes in the hospital; dramatize the fireman at the fire, the life-saver, the man who sticks to his engine even at risk of death. Tell the stories of Binns and the wireless message that saved so many lives. Was he a modern Knight? Speak of the heroism in less conspicuous lives: in the lives of inventors, the heroes of industry, the invalids, like Stevenson, who radiate good cheer, despite pain and weakness. Tell of the fine discipline in the Japanese army—the soldiers were obedient not only in making gallant charges or brave defence, but also in the perhaps more trying exercise of inhibition and self-control. When told to abstain from drinking water unless it was boiled or otherwise made free from disease germs, they obeyed and because of this and obedience to other hygienic measures, the death rate was minimized.

MENTAL ENRICHMENT

The children of all ages will be interested in learning something of the history of knighthood and chivalry and the part played by them in the development of civilization. This would include for the little children, the reading or telling of Miss Harrison's fine little story "How Cedric Became a Knight." The more advanced grades could be told something of the Crusades and how all the traveling back and forth and the intercourse that resulted between the Eastern and Western worlds, helped pave the way for the Renaissance. What great epic centers around the Crusades (Tasso's "Jerusalem Delivered.") Call attention to the Truce of God which forbade under excommunication, warfare between the barons between sunset Wednesday, and sunset of the following Monday, and forbade also the molesting of the

laborer in the field or taking away of implements of agriculture. How did these rules of the church prepare mankind for the virtues of civilization? When Frenchmen, Englishmen, Germans and other nationalities met each other in all the journeying to and from the Holy Land could they fail to get to know and understand each other better? How much they would learn of each other's modes of life! How much the Orient taught them of past civilizations, opening up the lore of Greece and Rome. It may interest the children to learn that the air of "He Is a Jolly Good Fellow" (Malbrouck s'en va-t-en guerre) dates back to the crusade period, being learned from the Arabs as were many scientific facts. Speak of the famous Damascus blades and of the Damascus linen. Boys will be particularly interested in studying something about armor, the names of the different parts; what an important industry must have been that of making of the armor. Suppose the maker failed to weld the sword or lance truly what would happen at a critical moment? Tell of the vows taken by the Knight and the night spent in vigil and prayer before he took the final oath. Rehearse the stories of some of the brave Knights of old, the great Roman heroes who were brave and true; the Knights of the Round Table, Arthur, the "bravest and noblest," Sir Kay, "the most faithful," Sir Galahad, "the most virtuous?" Tell of the training in physical control and prowess which the Knights must have, in order to ride well, and to wield the lance with skill, and speak of the required courtesy to ladies.

There were many cruel things that characterized the "days of old," but we have advanced in civilization as our ideals of knighthood advanced.

SPIRITUAL NURTURE

This for us, perhaps, the most important of the Mother Plays. What a change it would bring in American life and character if from babyhood up, the mother trained the child to aspire for inner worth rather than to seek the plaudits of the world for the fine clothes he wore, the society in which he moved, the money he could spend. The two types of character are portrayed with rare skill in Zangwill's great play "the Melting Pot." Here we see depicted the man who measures values in terms of dollars only. Everything for which he aspires,

the things of which he boasts, are those which have the stamp of money. On the other hand, we are shown in contrast, the idealist who sees in vision the real America, the great crucible of the nations, in which are being amalgamated all race hatreds and misunderstandings. It is the thing which is at once most real and most ideal for which he is willing to strive and toil and suffer. What insight Froebel shows as he points out the several points to be considered! The teacher as well as the mother must distinguish and help the child to distinguish between what he is at present and what he should and may be in the future. Between what he really is and what he seems to be. The true teacher learns to penetrate beneath the mere surface and to see motives. A lie is a lie but the lie told by a generous-hearted child to protect another is different from that told to save oneself from well-merited punishment or to get another into trouble and requires different handling.

Why are the fraternities and sororities wielding such harmful influence in the high schools? Because, with the immature mind, they place the wrong emphasis on externals, on position, money, outside show, instead of upon those things that make for truth, goodness and true beauty. Because, instead of developing a large loyalty to the common good, they promote a lesser loyalty to a small clique.

How many opportunities the teacher has for helping the child to a clearer knowledge of self and of others! Does the wise teacher call attention to the pretty curls of one child and the handsome clothes of another? Does she praise the child who learns without effort and discourage the one who tries hard but learns with difficulty? Again recurs the question to be discussed in Mother's clubs, Should the child be paid for learning his lessons? The state or the father's pocketbook offers a great opportunity for the child to enrich his own life. Should he expect to be paid for seizing an opportunity that is indispensable to his life's success? Train him to strive for the riches of mind rather than the money reward. What are some of the knightly virtues that a child may cultivate? Daily courtesy to playmates and parents, teachers and others, whom he may meet. Always must he show fair play, help the weak, tell the truth and help sustain the

honor of the school. The hymn found in the Moody and Sankey collection "Only an Armor Bearer" is a good one for the children to learn. The air is a stirring one and the words show that even if one may not be a Knight, one may be faithful as an armor bearer and so help win the fight against evil! Read of Sir Galahad "whose strength was as the strength of ten, because his heart was pure." There are so many problems awaiting mature men and women that we must each make each day count in gaining health, power of mind and spiritual insight that we may play our part in manly, efficient fashion in the battle of life. If we are the makers of armor, of shoes or clothing or other garments we will make them well; if we write or paint pictures we will do it with the ideal ever before us.

Another point made by Froebel is that of the importance of recognizing in others the essentials of real merit. This is done practically by every school lesson. We educate the children to honor the heroes who have accomplished or who have struggled to accomplish things that make for the betterment of humanity; the inventors, the statesmen, the men who have risked life and fortune for their country are the ones our children are taught to honor. But the home must here learn to second the efforts of the teacher. The children who tell glibly the history of the women who went without tea for principle's sake, and then go home to talk of nothing but dress and fashion and this bridge party and that dance and this fraternity entertainment, with no thought of higher ideals or of their responsibilities are little likely to help the nation in maintaining those things for which the fathers fought and the mothers suffered. Fun and frolic and light-hearted joy are the right and the need of youth but they are not all, and that child is dwarfed in nature, deprived of his noblest heritage, his birthright, his crown-jewel, who is not helped to recognize and to aspire for the only true riches, the only true character.

It is a hopeful sign that so many young women in the colleges are taking a practical interest in the problems of the day.

Have the children tell how orderliness, neatness, punctuality, obedience to orders, are essential today to true knightliness of character. Speak of smoking and drinking and why likely to interfere with true knightliness. A man otherwise considerate

will leave ashes around for his mother to dispose of; will often smoke when it is a cause of great distress to others and will show himself otherwise selfish. The habit of drinking—if we begin can we ever be sure that we will not become slaves to the habit? Suppose we may drink without injury, what are we to do if we know that our weaker brother is near and may be tempted. "If meat cause my brother to offend then I will not eat meat." Suppose we can spend money for gum and thus are likely to tempt our poorer companions to spend what they ought not to—can we help set a standard of self-restraint and of temperance?

If we fall or get hurt are we going to be brave? If our schoolmates misunderstand us are we going to weep and wail or to keep our own self-respect trusting in the future to make matters clear?

LITTLE MEN AND WOMEN

BY PENELOPE GLEASON KNAPP

Children are little men and women and should be treated as such. Their wishes should be consulted and their ideas and opinions countenanced whenever and wherever it is possible to do so. They should never be told that they are unattractive or stupid or mean. Remarks of such a nature produce a depressing effect upon miniature minds. Neither should they be made to feel themselves in the way. Children who are constantly fretted at and ordered hither and yonder grow either morose and hard, or bashful and cringing, according to their temperament. Consequently they soon come to undervalue themselves. Little folk should be taught that they have a right in the home and in the world, and that their every act, thought and word is of importance.

Children are interesting. Even ordinary children possess that mystical charm of unexpectedness. For this reason they create wonder, and wonder is always conductive to growing interest. Children seldom, if ever, do the things we expect them to do. They are full of surprises and outbursts of originality. They are constantly on the alert for knowledge. They ask questions not out of idle curiosity, but because their intellect is expanding, and they desire to know and understand the whys and wherefores of what is taking place around them. It should never be a cross for parents to

answer, so far as they are able, the questions of their little ones. They should not look upon it simply as a duty, but as a pleasure. Pray, how can a child grow in wisdom save by asking questions and receiving intelligent answers?

Children are exceedingly sensitive and their little hearts often ache painfully through the unguarded remark or act of a careless parent or friend. Their troubles are as real to them as ours are to us, and oftentimes far more so, because they have not learned by experience that troubles like bubbles break and vanish. "Grown ups" are either stepping stones or stumbling blocks for little folk, because the latter in their innocence and ignorance of life as it really exists, are prone to idealization and it rests within the power of the idealized "Grown up" to bring either happiness or misery to the child who has thus honored them.

I once knew a boy whose joy bubble was suddenly burst by the coming of a baby brother. His mother, whom he loved almost madly, made the fatal mistake of telling the little fellow that his "nose was out of joint." Instead of instilling a new interest in her young son's life and teaching him the lesson of united and harmonious love, she made him feel himself to be an outcast, and taught him to look upon the new baby as a usurper. That boy was never the same again, even when years had passed and he became a college graduate and subsequently a practical business man, he always maintained that his mother never loved him as much after his brother's birth. It was but a passing remark, but it cast a shadow which ever after dimmed a life.

Once when traveling I heard a mother tell her little girl that if she did not keep still and stop asking questions she, the mother, would throw her out of the car window and let the wheels grind her up. That woman possessed absolutely no right to the sacred name of mother. I shall never forget the far away, wistful expression which swept the little girl's face as she lapsed into silence, a silence so prolonged as to be most pitifully impressive, and yet that mother went calmly on reading a trashy novel, all unmindful of the little suffering soul beside her whom she had so cruelly wounded. I have often wondered of what that child was thinking while she remained so still with her big blue eyes

fixed upon space. I can but believe that she was wishing that she would hurry and grow up, and get away from her mother. All "grown-ups" ought to be most considerate of children—they are little men and women, and their young hearts are as sensitive to any thrust of cruelty or inattention as their bodies are to the cut of a knife.

We should all strive to stand well with children, and that can be done only by gaining their respect and confidence.

VALENTINE STORY



HERE was once a little girl who loved very much to plan gifts for her mother and father and little friends—and usually she made them all very happy indeed, for she tried to get just the things she thought they would like best.

One cold Valentine's day she awoke very early and dressed so fast that when mother came in to wake her, she was all ready for breakfast. And this was the reason—the day before she had bought some lovely valentines to slip under mother's and father's plates for a surprise, but, for the first time, she had forgotten to get any for her three friends, the little boy next door, the little girl across the way and the baby around the corner—and when she remembered, she felt so troubled that she had gone to bed determined to get up very early in the morning and go down to the shop before time for kindergarten.

So, very soon after breakfast the little girl was on her way to town. She skipped so fast to keep warm that it did not take very long to reach some shops where valentines were kept, but she went right on for she knew a place at the end of the main street where the shopkeeper had valentines with pictures of the loveliest fairies she had ever seen.

Suddenly she stopped thinking of the fairies, for right in front of her was a window full of such strange valentines! There were pictures of ganders with very big heads, and queer little women with long, long noses, and big grey cats with their backs bowed up. The little girl laughed aloud as she thought how surprised her friends would be if they were to receive a valentine like those. The next minute she was in the shop counting out her pennies, and the shopkeeper was putting the valentines in envelopes—one for the little boy

xt door, one for the little girl across the y, and one for the baby around the rner.

"I must hurry," she said, "or I will be e, but here I am on my own street at t." Then the little girl left one valen-e with the little boy next door and one th the little girl across the way and one th the baby at the house around the rner.

All the way to the kindergarten the little l thought she could hear a soft "pitter pter—pitter patter" as though there were er so many tiny feet running on tiptoe hind her, but at first she did not even stop look around—"Perhaps I won't hear em any more after I turn the corner," e said. "Pitter patter—pitter patter," me the footsteps around the corner, and en the little girl could not stand it any nger, but turned right about and what do u suppose she saw. There, standing all a line behind her, was an old white nder with a very large head, and a queer tle woman with a long, long nose, and a g grey cat with his back bowed up—and ey looked just exactly like the pictures on r valentines.

"O please go away," said the little girl. "I is!" said the old grey gander waddling s big head. "I am going to stay with u!" "No," said the queer little woman th a long, long nose, "I am going to stay th you." "Spi it," said the big grey cat, wing his back higher than ever, "I am ing to stay with you." Then the little l went on her way.

"Oh dear," said the little girl, as she went to the kindergarten, "What will the chil-en say when they see these queer eatures?" But the children only waved d smiled and did not seem to see the range procession behind her at all.

All the morning long, wherever the little l went those strange creatures went also; d even when she skipped, the old grey nder, the queer little woman, and the big ey cat all skipped too. That afternoon as e sat in her room she kept thinking to rself, "I was ever so much happier last valentine's day. I wonder if it wouldn't be st to go down and get those valentines I tended to give at first?" So she emptied me more pennies out of her little bank d started down town again.

This time she did not stop until she came ght to the shop where they kept the fairy

valentines, and when she had chosen three of the most beautiful ones, the clerk put them into three square white envelopes—one for the little boy next door, one for the little girl across the way, and one for the baby around the corner.

"Pitter patter!, pitter patter! went the strange light footsteps all the way back, but although she would not look behind her, the little girl did not sem to mind them now.

The little boy looked very glad when the little girl came up the steps and brought him the new valentine, and the friend across the way ran to show hers to everyone in the house. "Now there is just the one for the baby," said the little girl, "and he will be the gladdest of all,"—and all the time she kept wondering why it was that the strange footsteps sounded pleasant to her now.

How the baby clapped and waved at her as she left—and when he called her so gaily, she forgot and looked behind. No wonder she was surprised!—for the old grey gander, the queer little woman, and the big grey cat were all gone and in their places stood three of the most beautiful fairies she had ever seen—and they looked just exactly like those that were on her valentines.

"No wonder I liked to hear your foot-steps," said the little girl, happily. "I wish you would stay with me always!"

THE STORY OF THE FLAG

*BY J. E. McKEAN

Long ago three fairies, who loved chil-dren, lived in a cave high up on a moun-tain. In their wanderings through the world they saw many sad, unhappy children and they grieved over it. Finally they de-cided to seek through the world, each go-ing a different route, until he found the best thing. Then they would meet in the cave and prepare their gifts for the children that should make them happy and keep them happy always.

They started one bright morning on their journey. The first fairy went through woods, fields, over hills and valleys, rivers and lakes, but did not find what she sought until one summer afternoon she found her-self in the lower part of a great city amid the tenement houses—where poor people

*The Story Hour.

dwelt, great high houses ten and twelve stories high, children and women looked out of the windows or over the railings around balconies. Suddenly there came the cry of "Fire! Fire! Fire!"—the sparks flew, the smoke rolled, the flames leaped, the children and women shrieked in terror—the firebells clanged; finally the firemen came and up through the smoke and fire the firemen went and rescued the women and children, and in a very short time nothing remained of the great building but ashes and smoking ruins. The fairy sought the firemen and found two of them stark and dead upon the sidewalk. They had given their lives to save the children. As the fairy looked into their brave faces and thought of their brave deed, she said: "I have found the **best thing**—it is **Bravery**. The children, in order to be happy must be brave." So she returned to the cave, and on her way she plucked the beautiful red flowers that grew by the wayside and wove them into garlands. When she arrived at the cave she laid them in seven long strips of equal length, with spaces between, and said: "These shall stand for **Bravery**."

The second fairy hunted long, and did not find anything quite good enough, until one summer evening she came to a cottage on the edge of a forest. On the porch sat a mother nursing her new-born babe. The fairy stole up and looked down into the sweet face of the innocent child, and she said: "I have found the **best thing**—it is **Purity**." On her way back to the cave she plucked all the beautiful white flowers that grew by the wayside and wove them into garlands. When she returned to the cave she spread them in six long strips between the rows of red, and said: "These shall stand for **Purity**."

The third fairy went to a great city and hunted along, until one day, just at noon he found himself in a great bank. All were gone but a boy. On all sides were stacks of money, and a great temptation came to the boy to steal, but he remembered what his mother said—"Never steal, always be honest and true." A tear stole down the boy's cheek as he thought how proud his mother would be when he told her of his resistance to temptation. The fairy saw the tear, and she said: "I have found the **best thing**—it is **Truth**." On her way back to the cave she plucked all the beautiful blue flowers that she saw and wove them into garlands, and when she reached home

she put them in the corner on the rows of red and white, and said: "These shall stand for **Truth**."

The little fairies were very busy and very happy—so busy and happy that they did not notice a tall angel who entered the cave. He was happy, too, and wanted to help with the gift to the children. He said, "May

the fairies said, "You may." He put forty-six stars down on the blue, and said "These shall mean **Forever**." They fastened flowers and stars, red, white and blue into one emblem and swung it high. It floated and oh! it was beautiful. The children looking up saw it and shouted—"It's the Flag! It's the Flag!" and it was so. The Red said to them, "Be Brave." The White said, "Be Pure." The Blue said, "Be True." The Stars said, "Forever, always, forever children, be brave, be pure, be true, and you will be happy."

The children loved the flag and were happy, for they lived in America, and the flag floats over their school-building.

UNCLE JOHN'S STORY*

BY SUSAN HOLTON

Judy and Jane were having the happiest kind of afternoon, all because Miss Hathaway had a headache and there was no school. They had raced home with the good news, hitched Gypsy into the pony cart, and driven out to father's farm. There they had jumped in the hay, fed the chickens, patted the ponies, and done every thing that two little girls could think of doing on a sunshiny holiday.

Now they were home again, drinking "cambric tea" in the nursery, and talking it over. Judy said she was having such "beautiful time" she was half afraid she wasn't sorry Miss Hathaway was sick. Jane told her she ought to be ashamed "to even think" such a thing; and then they began a "discussion," as Judy called it. At last they concluded they were sorry poor Miss Hathaway was sick, but very, very glad to have Gypsy and the pony-cart and father's big farm. They were glad, too, the day was warm and sunshiny, and not cold and damp and dreary.

"Now," said Judy, "that's settled! Let's get Uncle John to tell a story!" Off they scampered to the library, where they found Uncle John sitting in a comfortable chair before the fire-place, reading from a big book.

*Story Hour.

"Excuse us for interrupting you, Uncle John," ventured Judy, "but we want a story, please."

Uncle John put down his book, looked at Judy cross-like over his spectacles, and said sternly. "How many times, young lady, have I told you not to use big words that little boys like Uncle John can't understand. Now what on earth do you mean by 'interrupting' me?"

"Why you know, Uncle John," replied Judy, not a bit afraid, "it means to make you stop doing something and not do anything, or to do something you weren't doing before. Mother says we're always interrupting you."

"Well, well, bless you, I guess you are," laughed Uncle John, "but I guess, too, I couldn't get along if you didn't."

Then he laid his big book on the table, and put his spectacles in his pocket, and said, "I think this chair will hold an uncle and two nieces." It wasn't ten seconds before it did.

When Judy and Jane were snug and settled, and Uncle John was snug and settled, he asked, "What kind of story?"

"About giants, please," said Judy, "with great long sentences that keep going and going and never get tired."

For almost a minute, there wasn't any sound in the room except the fire sputtering in the fire-place. Then the story began.

"Once upon a time," said Uncle John, "there were some people called the Norse who used to believe such curious fairy-tales. They thought there were big giants who lived in a place called Jotunheim, and who were very wicked, and so big that, I suppose, if one of them held this house on his hand, it would seem no larger to him than a dried pea seems to us. Then the Norse people thought there were some good giants, not quite so big, who lived in a beautiful place called Asgard. These they called the gods. But best of all were the little dwarfs who live in the mines of the earth, delving for silver and gold and precious stones. They were the funniest little people you ever heard of! for they had short legs, big heads, and small green eyes; and they were the best little people to play 'Hide and go Seek' you ever heard of; for they had red caps and when they put them on their heads, presto change! you couldn't see them at all."

"I should love to see them though," said Judy.

"Well, continued Uncle John, "the Norse people thought there was a big ash-tree called yggdrasil (that's most as hard as Popocatepetl or Memphremagog). But yggdrasil was its name; and its roots were down in Jotunheim, and its branches up in Asgard. And in this tree lived a queer family of creatures. At the top, there was a great eagle and a hawk and four antlered deer; and at the foot coiled a serpent, with a whole colony of little snakes besides; and up and down the tree, making trouble between the eagle and the serpent, who were enemies, skipped a little gossip, tale-bearing squirrel.

"But something more wonderful still was a magic fountain at the roots of yggdrasil, the water of which was so magical that if any person drank it, he became wiser than anyone in the world. He didn't have to go to school as you chicks do!"

"I wish we didn't!" exclaimed Judy and Jane together.

"But, alas," said Uncle John, "the water was hard to get; for the giant Mimer guarded the fountain day and night. Every morning, Mimer dipped his glittering horn into the fountain and drank the wonderful water, and every day Mimer grew wiser and wiser, until he actually knew more than Miss Hathaway, or anyone you ever heard about. Now up in Asgard was Odin, king of the gods; and he, too, knew a great deal. He knew all that happened in the heaven and all that happened in the earth, but he didn't know what was happening under the water of the earth; and King Odin thought, 'If only I could get a drink from that fountain, then I should know everything!'"

So, one night at sunset, he put on his broad hat and long cloak, and, taking his staff, started on his way to the magic fountain. Sometimes, you must know, it's hard work to guard a fountain day and night.

"Good day, Mimer," said Odin, "I've come for a drink of your wondrous waters."

Mimer started up with a frown. "No one drinks from my fountain," he growled. "No one drinks from my fountain, I say."

"But let me," urged Odin, "and I'll pay you well."

"O you will, will you?" growled Mimer. "Pray what will you pay, and why do you want this drink so much?" He looked at

Odin sharply; for he felt he was no common visitor.

"I know all that's happening in the heavens and all that's happening on the earth, but I don't know what's happening under the waters of the earth," said Odin. "And pay! Why, I'll pay anything!"

Then Mimer cried, "I know you! You are Odin, king of the gods, and if I let you have a drink from my fountain, the gods will be wiser than the giants, and you know the gods and giants are everlasting enemies. O, it will be a goodly price that I shall ask for a drink from my fountain!"

Odin was growing tired of old Mimer's bargaining. "Ask your price," he said, "I promise to pay it."

Then Mimer thought and thought and pulled his beard, and finally he said, "What say you then, King Odin, to leaving one of your bright eyes at the bottom of my fountain? That's the only payment I'll take." Mimer, you see, hoped Odin would refuse the bargain.

Indeed Odin wasn't quite so eager now, but he saw the water of the fountain bubbling mysteriously. It seemed to say, "Drink and be wise, drink and be wise," and he knew he must have a drink. So he threw down his staff and cried, "Fill the glittering horn, I'll pay the price!"

Then Mimer very reluctantly filled the horn and Odin drank. After that he was the wisest person in the wide, wide world. He knew what was happening in the heaven, what was happening on the earth, and what was happening under the waters of the earth.

But King Odin had to pay his price. When he went away, he left one of his far-seeing eyes in the bottom of the fountain. There it was, twinkling and twinkling in the water like a shining star. Thus Odin lost his eye, and after this, whenever he wished to visit the earth, and didn't want people to know him, he would pull his broad hat down over the place where the eye had been. But people knew him just the same. "There goes King Odin!" they would cry. "Can't you tell him? Can't you see his hat pulled down to cover his blind eye?" O, King Odin couldn't play 'Hide and go Seek' so well as those little people called the dwarfs.

Uncle John stopped talking, and the fire began its sputtering once more.

At last Judy took a long breath. "My,"

she said, I'd rather go to school than lose my eye!"

"So would I, too," echoed Jane, who always felt exactly as Judy felt.

"You'd better be making use of your two eyes then," said Uncle John, or you'll never grow to be wise like Odin and know everything that's happening in the heaven, on the earth, and under the waters of the earth."

"But you don't know all that, Uncle John," ventured Jane.

"No, I don't, that's a fact," replied Uncle John.

"Then I don't want to!" exclaimed Judy, "for you know quite, quite enough. You are the very wisest uncle in the whole world!"

"Well," laughed Uncle John, "I can't agree to that, but there's one thing I do know, and that is, if two little girls don't run away and leave me, I'll never know what's in this book."

So Judy and Jane gave Uncle John giant hugs for the giant story, and off they ran to play in the garden. Uncle John took out his spectacles and opened the big book again, and the fire sputtered, and the clock ticked, and there was no other sound.

[ED. NOTE—This letter is a real inspiration and shows the influence of the Magazine even in Australia.]

"Bhuvana," Noble St., Mosman, Sydney, N. S. W., Australia, April 13, 1909.
Miss E. K. Warner.

Dear Madam: I have read your article in the February number of the Kindergarten-Primary Magazine on Reading.

I was much interested in it because it is on much the same lines that I am at present teaching reading.

I am mistress of a large Infants' school in this state, having about 280 children in attendance. My teaching staff consists of six (6) trained and partially trained teachers, and myself. We are all civil servants—i. e., under contract to the Education Department of the state.

I will outline my plan of teaching reading. Whatever the topic chosen we endeavor to base the reading lessons on that topic. In the kindergarten room we begin with "sounds" e. g. humming of bees, "m," noise of trains and engines "ch., ch," etc. The children only play these sounds and do not connect them with any written or

ated symbol. Next step in what we call class, the children begin the recognition of the written word; and this script work is done for twelve months, through two (2) classes, viz., 1st and 2nd.

When we take the transition from script to print and after 12 months—i. e. through 3rd and 4th classes, we promote to the primary school, when children can read, write and spell, "do composition, etc." very well.

During all this time the children have worked at phonics—without any diacritical markings—and so work out their new words phonetically. So far I have found this system work out well, but from reading your article it seems to me that I have been wasting time some where and would much like to have your book on the "Natural Method."

You will doubtless have noted ere this that my method is based partly on "Parker" and partly on some of your American methods. This is so. I have taken a two years' course of kindergarten training under the American ladies, Misses Arnold and Jenkins, and it is to the former that I am much indebted for my present method. Hoping to hear from you and being desirous of finding out the best ways of teaching our little ones—in the truest sense of the word—I would humbly inscribe myself a fellow-worker,

HELEN BEAUMONT.

P. S.—My one ambition is, to save enough money to come over to America and see for myself. We hear such conflicting versions out here. I suppose if I had on to the thought long enough I shall do it. I never thought I should be able to get kindergarten training, but after waiting a (10) years the "dream" became an reality. So I am continuing in hope.

H. B.

FINGER PLAY

This is the store where mother will buy the ripe, red apples and spice by and by. This is the soft, white flour she will take, and soon a good, apple pie she will make.

This is the spoon in which as you know, we measured all spice and salt for the dough. These are the cutters all sharp and all bright, to mark out in scallops the pie-crust so light.

This is the straw that will surely tell true whether our pie is baked well through and through. You are here when our pie is complete, and mother to give you a piece for a treat.

Story telling as a factor in educational work is receiving the earnest attention of teachers, not only in kindergartens and primary schools, but also, with suitable adaptations, is found invaluable in the grammar and even high schools. Many normal schools and some of the leading colleges and universities are introducing special courses in story-telling in their pedagogical departments.

The National Story Tellers' League, of which Hamilton Wright Mabie is honorary president; Richard T. Wyche, of New York City, active president, and Dr. Richard M. Hodge, of Columbia University, secretary, represents a movement that is reaching all sections of this country and into Canada.

At Washington, D. C., is published a little magazine called *The Story Hour*, in the interest of the work. The sub-title states that it is "A Magazine of Methods and Materials for Story Tellers." Each number contains some stories adapted to different grades, besides articles on story telling and notes on league work. Lists of stories and books for story tellers appear frequently.

The magazine is in convenient form (5¼x8 inches), well printed on good paper, with an attractive cover, and the contents are of a high order. William C. Ruediger, Ph. D., of the Division of Education, The George Washington University, is editor; Richard T. Wyche, president of the National Story Tellers' League, is associate editor and regular contributor; Musene E. Sloane, of the Department of Commerce and Labor, Washington, is the founder and publisher and a special contributor.

This magazine is to be commended to every teacher as a substantial help in cultivating and practicing the art of story telling. The subscription price is \$1.00 a year in advance. Sample copies are fifteen cents. Communications should be addressed to the publisher, 406 Fifth street, N. W., Washington, D. C.

To be alive in every part of our being, to realize the possibilities that are in us, to do all that we can, to become all that we are capable of becoming, this is the aim of life,

Charles Wagner

Work for some good, be it ever so slowly;
Cherish some flower, be it ever so lowly;
Labor, all labor, is noble and holy.

Frances S. Osgood

IN MEMORIUM

*A LOVER OF CHILDREN—RICHARD WATSON GILDER

THE CHILD-GARDEN

In the child-garden buds and blows
A blossom lovelier than the rose.

If all the flowers of the earth
In one garden broke to birth,

Not the fairest of the fair
Could with this sweet bloom compare,

Nor would all their shining be
Peer to its lone bravery.

Fairer than the rose, I say?
Fairer than the sun-bright day

In whose rays all groves show,
All beauty is, all blossoms blow.

While beside it deeply shine
Blooms that take its light divine:

The perilous sweet flower of Hope
Here its hiding eyes doth ope,

And Gentleness doth near uphold
Its healing leaves and heart of gold;

Her tender fingers push the seed
Of knowledge; pluck the poisonous weed;

Here blossoms Joy one singing hour,
And here of Love the immortal flower.

What this blossom, fragrant, tender,
That outbeams the rose's splendor;

Purer is, more tinct with light
Than the lily's flame of white?

Of beauty hath this flower the whole,
And its name—the human Soul—

—RICHARD WATSON GILDER.

From Richard Watson Gilder's Complete Poems.
(Courtesy Houghton, Mifflin Co.)

None have greater cause to mourn the loss of Richard Watson Gilder than the children for whom he wrought with tongue and pen better than anyone now living can know. Those who worked with him and gladly followed when he led, catching the inspiration of his high enthusiasm, speak for the children in bringing a sorrowful tribute to their champion.

The playground cause, to which he gave his great and loving heart and which, he showed, is the cause of childhood's happiness and manhood's rights and promise, has lost its best and wisest friend. Countless children are happier for his life. The outlook of this land he loved and to which he gave his manhood's devoted years is brighter and better for his far-seeing labors.

JACOB RUS,
JANE ADDAMS,
JOSEPH LEE,
LUTHER H. GULICK,
WALTER H. PAGE,
OLIVIA SAGE,
SETH T. STEWART.

*From the Playground.

Grief over her mother's death and fidelity to her own duties are given as the cause of the death of Evangeline E. Whitney, in the Seney Hospital, Brooklyn, Jan. 3. As one of New York's three women District Superintendents of Schools, and more especially as the directress of the city's vacation schools, playgrounds and recreation centers, Miss Whitney was well known to thousands of New York's children.

She had had full charge of the city's Summer school activities for years, and has developed them into an admirable system. She was much disappointed last summer, but refused to rest. Then her mother died and, what with worry and overwork, she developed a dangerous ailment during the autumn. She was operated on and never fully recovered. She has been connected with the city's schools for thirty years. She was appointed Borough Superintendent of Schools in Brooklyn in 1898. In 1904 she was re-elected as District Superintendent.

Miss Whitney was 57 years old. She was born in New England, and following her education at Oberlin College, Oberlin, Ohio, her family moved to Brooklyn, where she became a teacher in Primary School 6, at Fifteenth street, near Fourth avenue, which later became Public School 40. She became principal of this school, and was later placed in charge of Public School 79, on Kosciuszko street, near Sumner avenue.

LINCOLN'S KINDNESS TO A LITTLE GIRL

In the autumn of 1860 a little girl by the name of Grace Bedell, in Westfield, N. Y., wrote a letter to President-elect Lincoln at Springfield, Illinois, telling him how old she was, where she lived, and that she thought he would make a good president, but that he would be better looking if he would let his whiskers grow. She also suggested that he might have his little girl answer her letter if he did not have time to do it himself. In a few days she received this reply:

Springfield, Illinois, Oct. 19, 1860.

Miss Grace Bedell.

My dear little Miss: Your very agreeable letter of the 15th is received. I regret the necessity saying I have no daughter. I have three sons, of seventeen, one nine, and one seven years of age. They, with their mother, constitute my whole family. As to the whiskers, having never worn any, do you not think people would call it a specimen of affectation if I were to begin it now?

Your very sincere wellwisher,

A. LINCOLN.

In February, 1861, when Lincoln was on his way to Washington to be inaugurated, he stopped at the principal cities along the way, in order that he might speak upon the questions uppermost in the minds of the people. When the train left Cleveland, Ohio, Mr. Patterson, of Westfield, N. Y., was invited into Lincoln's car, and Lincoln asked him if he knew any one living at Westfield by the name of Bedell, and then told of his correspondence with Grace. When the train reached Westfield, Lincoln spoke a few words from the platform and then said he would like to see Grace Bedell if she were there. The little girl came forward and Lincoln stepped down from the car and kissed her and said: "You see, Grace, I have let my whiskers grow for you."

Pittsburg—The Central Board of Education has increased the appropriation for kindergarten work from \$50,000 to \$60,000.

SNOWDROPS AND CROCUSES

Y E2. m.f : s . m | r . d : l . d | m : m | m : - . | m . f : s . m | r . d : l . d | f : f | f : - .



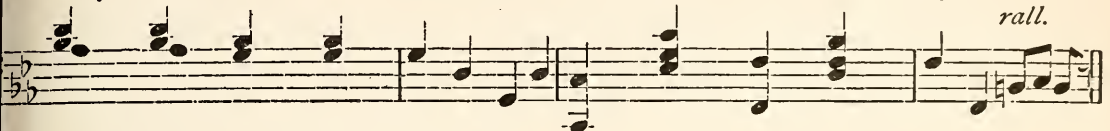
Have you seen the snow-drops in the gar-den beds, Lift-ing from the mould their shy and dain-ty heads?



m . r : s . m | r . d : r . m | t : t : t : - . | d f . s : l . d : d : s : m . f | m : r : s : r : - s .



Have you seen the cro-cus-es so bold and gay, Blue and gold and pur-ple in their bright ar-ray?



rall.

FRAIN.—In mazurka ti-ne, with ac-cent well marked. .

m : s : m | f . m : r : - | r : d : r | m : - : - | m : s : n



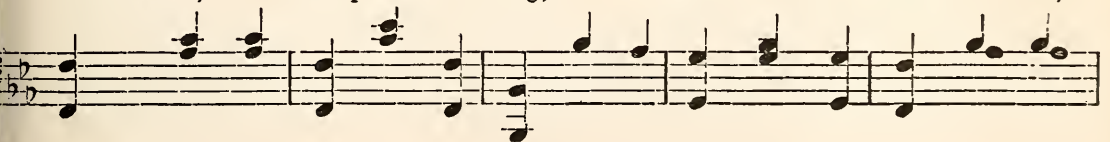
Snow - drops and cro - cus - es, Her - alds of Spring, Snow - drops and



f . s : l : - | fe : s : l | t : - : - | d : s : d : t . l : s : -



cro - cus - es, Your praise we'll sing; When all the earth is bare,



l : m : s | f . m : r : - | m : s : m | f . s : l : - | m : r : m | d : - : -



Spring - ing up here and there, Bos-soms of beau - ty rare, Sweet flowers of Spring.



SNOWDROPS AND CROCUSES

Verse 2

Snowdrop hangs her modest head
 And looks so shy;
 Crocus holds her glowing cup
 Towards the sky;
 Which of them we love the best
 'Tis hard to say,
 Each of them is charming in
 Her own sweet way.

Snowdrops and crocuses!
 Heralds of Spring!
 Snowdrops and crocuses!
 Good news you bring!
 Telling that Winter's past,
 Bright days returning fast,
 And we shall greet at last,
 Fair flowers of Spring.

This song on the preceding page may be used in various ways: as a song pure and simple, as a game or as a song and dance. The refrain is written in mazurka time, and lends itself well to a simple dancing step. When played as a game, the smallest children will be naturally chosen to be the snowdrops. The tallest ones will form the palings round the garden, while the others will represent the crocuses. Concentric rings of snowdrops and crocuses may be formed. Their contrasting attitudes are suggested in the words of the song. The flower cups themselves may either be formed by the children's hands, or artificial flowers may be made and used. The making of these will form an interesting occupation for the older children.

Even in February there is little material usually available for nature study. The most appropriate subjects are those suggested in the song for the month buds, which should now be gathered and kept in school, and the brave little coltsfoot plant, also the celandine, if the season is early. The bulbs usually make great advance during this month, and show some new features every week.

Earth's Many Voices contains interesting stories on early springtime, especially "The Awakening," and "Looking Upwards." Hans Andersen's "Story of the Year" is eminently suitable for the older children, while the little ones will enjoy "The White Prince" (In Nature's Storyland). (See also Book for Bairs, No. 47.)

Some of the poems recommended for March and April may be taken now, and Wordsworth's poems to the celandine should be introduced into the work. "Fair Mains of February" (Poems for Junior Schools, I) should be learned.

There are many good songs for early Spring in Songs for Little Children, by Eleanor Smith. These may be begun now and continued through the next two months. "Awake! said the Sunshine," "All the Birds Have Come Again," "Daffy Down Dilly," "When the Earth Wakes Up in Gladness," may be specially mentioned. Children love to play the "waking-up" game, and are particularly interested in introducing the flowers with which they are familiar as they arrive in the wake of "Pretty Mistress Spring." The game which bears this title and is given for the month of March should be begun now. The first part really belongs to late Winter or early Spring.

The kindergarten occupations will connect themselves with the development of the bulbs and buds of trees,—snowdrops, crocuses, celandines and the coltsfoot. Paintings from nature should be made of the flowers and also of the buds; the latter, at all events, should be dated, so that a perfect record

of growth may be kept. It is a good plan to do all such work for reference.

These flowers are very effective in coloured paper cutting. The snowdrops provide rather fine work and should only be attempted by the most advanced class in the school. They should be mounted on a grey background. Crocuses are not nearly so difficult; care should be taken to cut very fine green strips for leaves. These flowers can also be made in tissue paper for use in the game. The whole crocus plant, including the bulb, makes an excellent modelling exercise for the older children. Other modelling exercises may be taken from the stories which also will provide for any other occupation taken; e. g., stick-laying, building, drawing, etc.

—From the *Children's Calendar*

When the movement for pensions for women teachers began, it was regarded as a pure philanthropic scheme. Now it is considered as a fair business proposition. How this change of attitude has come about and what different American cities are doing for the faithful veterans of the schools, is discussed in detail in the February Century by Miss Lillian C. Flint, a teacher of experience.

THE VALUE OF HUMOR AND NONSENSE

Humor and nonsense as delightful aids to living as well as of ethical importance in forwarding the evolution of high and balanced character form the subject of one of the most profitable and entertaining afternoons the Kindergarten Club of Savannah Ga., has enjoyed this year in the programme on children's literature.

Miss Orcutt and Miss Vaughan were joint chairman and divided the subject in admirable fashion. Miss Orcutt dealing with its theoretical side in an informal talk that was full of suggestive material and touched throughout with a subtle and pleasant humor that was its own best illustration of the ideas presented, and Miss Vaughan giving the ideas further force by telling in charming style with whimsical appreciation of its fun and a firm sense of its literary quality, Kipling's "Armadillo" from the "Just-So Stories."

Miss Orcutt introduced the subject with the quotations in the year book, one from Mr. Edward Howard Griggs to the effect that it is impossible to live a moral life without a sense of humor, and the other the familiar passage from "The Walrus and the Carpenter," which begins,

"The time has come, the walrus said,
 To talk of many things."

The inclination to regard Mr. Griggs' expression as too strong, Miss Orcutt suggested, could not hold against the consideration of the malice, unkindness, even wickedness of the world, that would never have been if the people who set out on their evil pursuits had had a sense of humor, and she called Mr. Gerald Stanley Lee's observation that the Puritans had "wasted the Salem witches, because they took seriously faults that should have been smiled at."

Some passages from Mr. Lee's essay on "Keeping One's Sense of Humor" were read. The speaker emphasized the quotation from Mr. Griggs, making the point that "the true lover of the perfect is obliged to have a sense of humor."

The two quotations in the year book had been selected, Miss Orcutt said, for the contrast they offered; that from Mr. Griggs giving the advantage of view with regard to humor, and the nonsense verses from Lewis Carroll the point of view of the child's pleasure in humorous literature. That it is at the same time a pleasure shared by the adult, although with different appreciation, was

indicated and attention was called to the fact that there are only these two people to whom humor and nonsense really appeal—the unspoiled child and the highly evolved adult.

Some selected passages from Dr. Crothers' essay in "The Mission of Humor" in "The Gentle Reader," were read by Miss Orcutt and gave a delightful introduction to the more informal part of her talk, which was based on the question, "How educate a child so that when he grows up his highest embodiment of fun shall not be found in the pages of the comic papers, in the tipsy man in a play, or the end man in a minstrel show? How shall we give him the humor that blesses life, that is the saving grace in hard situations, that makes a human being above all companionable and inspiring?"

Admitting that the little child has apparently no sense of humor and that the task of developing it in him is a hard one, Miss Orcutt analyzed the characteristics of humor, showing the joke to have even in its simplest form the element of surprise, of the incalculable, the unexpected. This surprise, she baby demands, shall be wholly of a pleasant nature, and the physical sensation through which it is presented to him must be an agreeable one, Miss Orcutt pointed out, or it ceases at once to be a joke. She showed something of this demand to prevail even among much more highly evolved personalities than that of a baby, the higher the plane of individual development, the greater being the tolerance of the personally disagreeable and painful in the joke or humorous situation.

The element of surprise which is persistent in the joke through all its stages of evolution to the highest plane of humor must depend at first, it was shown, on the physical sensation communicated to the individual or the physical manifestation presented to his eye or ear. This physical basis, Miss Orcutt pointed out, is long continued, is the foundation of all practical jokes, and by a very large portion of society is never outgrown. To eliminate it as a source of humor and to raise the child as quickly as possible to a higher plane of appreciation was shown to be an important aspect of education in the home and in the school, and attainable through the presentation of the proper humorous and nonsense literature. Such Mother Goose rhymes as "Hey Diddle Diddle" were mentioned as giving this desirable nonsense in its earliest form and as leading admirably to the later delights of Lewis Carroll and Edward Lear.

An interesting distinction was drawn between the child's interpretation of these nursery rhymes and the adult's, some that appear the purest nonsense to the child having profound suggestiveness for the grown person, such as that of the little old woman who doubted her own identity when her petticoats had been clipped; and some that appear witty to the adult, such as "I'll tell you a story, about Jack o' Minory," having no humor in them for the child who feels himself cheated.

The phase through which all children pass of enjoying puns and which is found so trying by their parents and family was shown to be a dawning of wit, and it was suggested that it could best be met by supplying them with puns and jokes of the best class and by gradually leading them to the enjoyment of humor of a more subtle kind. Again the use of good humorous literature was emphasized as of incalculable value in feeding these awakening impulses and tastes.

Miss Orcutt recalled Dr. Barnes' query, presented to adults as well as to children in many parts of England and America, as to what was the funnest things they had ever experienced or heard, and his conclusion, after classifying their replies, that whatever might be their age in actual years

most Americans were just about twelve years old in point of humor.

In conclusion, Miss Orcutt referred to the books of humor and nonsense for children appearing in the bibliography prepared for the Kindergarten Club this year as having in them that abiding quality of real literature that would make them the best sort of preparation for the humor of Lamb, Cervantes, Montaigne, Holmes, Lowell and Shakespeare.

The informal discussion that followed the telling of the story by Miss Vaughan was delightful and several favorite nonsense verses were recited by different members.

The meeting next month will be in charge of Mrs. Skeele, whose subject will be Nature Stories.

THE THREE GREY OWLS

BY MARIE E. HOFFMAN

Three grey owls in the barn's dim light,

Two wise ones, and one other—

Were sleepily awaiting the shadows of night;

When the sun's bright beams would be over.

They ruffled their feathers, they muttered, and croaked

As they put their heads together;

And blinked their eyes as the darkness fell,

And stretched their wings, and wondered if—
well—

'Twould be safe to allow the other one,

That heedless, venturesome, younger one,

To journey abroad unprotected, alone:

In quest of achievements many.

"I will go!" cried the eager, younger one.

"I'm big enough! I can see! can hear. my beak
is sharp!

While as for my claws!"—

And he strutted and swelled in his pride—

"Just let anything dare to steal unawares

Upon me! I'm equal to all!" declared he.

And spread his talons wide.

But the wise old mother-owl shook her head;

"I am filled with misgiving! Woe's me!

You're too bold, too self-sufficient," she said;

"You should much more modest be.

Should you go forth so boastful, I feel

You will surely be rent to the bone.

Evil's easy to find; 'tis only too real;

So attend strictly to matters your own.

Be warned! 'Pride before destruction goes,

A haughty spirit before a fall.'

For out in the night there may lurk such foes,

As will turn your proud spirit to gall.

Yet go if you must! but fix this in mind.

The rules to be followed are three;

'See nothing, hear nothing, say nothing unkind.'

From the affairs of your neighbors, keep free."

The early hours of the morning grey,

Found the two old wise ones in sorrowful way.

As they helplessly gazed on the terrible plight

Of that heedless, venturesome, other one.

That boastful, meddling, younger one;

Who had come to such grief in the night.

He was tattered and torn; his ruff was gone;

The top of his head was bare.

His wings hung drooping, his legs were stiff;

And there weren't any tail-feathers there.

With vanity filled, and boasting withal.

He had drawn down on himself, tooth and claw.

Pride can't be endured; it precedeth a fall.

And he'd proven the truth of this law.

SUGGESTIONS FOR FEBRUARY

LILEON CLAXTON

Promotions have taken place. The most reliable children are gone. The cloak of responsibility has fallen upon the younger group. These children who remain can not do such advanced work as those who have gone on. Still the character of the work will not be so much the beginnings of things as in September because there is more organization now. In this connection it is well to repeat former work. Tell the old stories, do the old hand work. Make the work of such a character that there will be no struggle on the part of the children to accomplish it. In many kindergartens the hand work is too varied. The children do not have sufficient opportunity to repeat the same processes. It is one continual effort to do something new. Let the children have the joy of doing something that they can do with ease. This does not mean peg boards every day! Neither does it imply that we give work that does not call for honest effort. We must carry on the line of work that has been developing throughout the year but select our mediums with consideration of the less developed condition of our class.

Every experienced teacher knows the greater possibilities of individual help that comes with the smaller class. To younger teachers let me point out how the few days in February and March when the attendance is less because of the smaller enrollment and the bad weather may be made most valuable for the remainder of the term. This more than any other time in the year is the opportunity for knowing the children as individuals and presenting work on that basis. We have been getting acquainted during all these months but because of numbers could not give work as well adapted to each child's needs as we might wish. Now we may do much more of this. Such adaptation will lead to power, control, ease. It should form a basis of superior work during the latter part of the term.

Remembering the conditions that exist in the class room let us see what February has for us. It is the month for waving of flags and beating of drums. Who can't do these! The youngest and oldest are equally inspired. We talk of the obedient soldier, of the kindly Lincoln, of Washington the truthful, amid the hurrahs of little voices

and the thrilling bugle call! What a month! 'Then 'midst all this the sweet voice of love whispers to us through St. Valentine and faithfulness to duty is pictured by the postman. Who shall be our "Helper?" Shall it be the soldier or the postman? Probably the postman as he is known to all and is such a living example of rain or shine faithfulness. The soldiers shoot and "stick with sharps" and "die on the ground." Of course not. They beat drums, march up straight and strong, wear helmets and do as they are told the first time.

We do not go into the historic connections of Washington and Lincoln. We tell simple stories of their lives such as impress their characteristics of gentleness, truthfulness, love of animals, etc.

We can not very well arrange our subjects in weeks this month as fixed dates determine the time that the lines of work should be given. However, the soldier may usher in the month as he is a subject dear to the hearts of the least developed and is the basis of the month's work. The other subjects follow naturally in their own allotted time. When considering the work of the farmer and the fireman we necessarily talked of the horse and his duties in those connections. This month we will introduce him with the soldiers and Washington. We hope to have him shod in March.

The reasons for introducing the "White House" into our program may not be apparent to all and may be over done by others. There are several good reasons for touching this subject. Taft, Roosevelt, Washington, Lincoln, President are all common enough words to our little folks. But they have names and no habitation, no human setting. The White House is the home of the Presidents. Then, too, it is such a beautiful building that after this interest in it is created it is most desirable to have the children reproduce this "Beauty form." We made "Beauty form" snowflakes in January. Why not "Beauty form" colonial mansions in February?

Subject for Morning Circles

Soldiers.

- (a) Uniforms.
- (b) Home.
- (c) Flags.
- (d) Music.
- (e) Horse.
- (f) Obedience.

Stories

"The Little 'Tin Soldier."—For the Child's Hour.—Bailey-Lewis.
 "Mahum Prince."—In the Child's World. Hulsson.

Rhymes

"The King of France."—Mother Goose.
 "Tweedle-dum and Tweedle-dee."—Mother Goose.

Songs

"Three Little Sisters."—Child's Garden Song.—Tomlins.
 "Singing Tonight."—Chorus.
 "Our Flag."—Small Songs for Small Children.—Niedlinger.
 "Soldiers True."—Holiday Songs.—Hulsson.

Games

"Have You Seen the Soldiers?"—Singing Games for Little Children.—Hofer.
 "The Tin Soldier."—Small Songs for Little Singers.—Niedlinger.
 "Here Comes a Soldier."—Singing Games for Little Children.—Hofer.
 "Soldier Boy."
 "Three Little Sisters."—Child's Garden Song.—Tomlins.
 "King of France."—Singing Games for Little Children.—Hofer.
 "Parade Game"—Aiming. Make a target by cutting a three or four inch circular paper from a large circular paper. Aim from a given distance with a ball.
 "Though Your Eyes Are Blinded."—Singing Games for Little Children.—Smith.
 "Parade."—A real parade. Each child has a drum, a flag, a drum, or is riding horse, or in a carriage.
 "The soldier games will be taught throughout the month when Lincoln and Washington are the subjects of discussion as well as during the first few days.

Dramatization

"Story work."
 "Soldier life."

Rhythms

"March."
 "Double quick."
 "March time."
 "We're a Band of Happy Children."—Kindergarten Chimes.—Kate Douglas Wig-

Walks or Visits

1. Visit the flags in the class rooms.
2. Watch the drummer who drums for marching in the school if you have one.
3. Notice flag on school building.
4. Notice flags on public buildings.
5. Toy shops to see toy uniforms and flags.
6. Have a Veteran in uniform visit class room if possible.
7. Visit a soldiers monument.

Illustrative Material

Flags, toy soldiers, tents, and uniforms.
 Pictures of soldiers marching, riding horse-back, etc.
 No pictures of battles or hardships of war.

Gifts and Occupations**Sticks—**

Parade.
 Tents.
 Flag.
 Soldier hat.

Fifth Gift—

Encampment.

Fourth Gift—

Fort—Co-operative.

Stencil—

Soldier.

Drawing—

Illustrate story work.
 Color stencil.
 Tents and flags.
 Soldiers marching and riding.
 Flag.

Cutting—

Stencil.
 Tents.



Tent

Cutting and Pasting—

Supports for stencil soldiers' tents. Take a circular folding paper. Cut as for Christmas bells. Paste. Cut door at one side

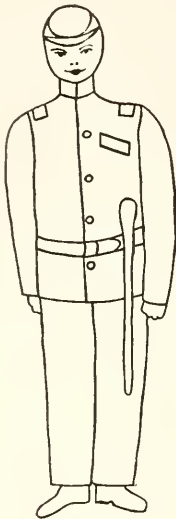
and fold both flaps open. Paste small flag at top.



Folding—
Soldier hat.

Sand—

Indicate a stretch with rows of tents on either side of streets. Have soldiers standing near tents. A company of soldiers



march up the street. Use the soldiers and tents made by the children.

At this time a few more of the lower branches of the Christmas tree may be sawed off. These are to be used as flag sticks. Tack on the flags that the children make.

Subjects for Morning Circles

Lincoln.

- (a) Kind.
- (b) Honest.
- (c) Good to his mother.
- (d) Very poor.
- (e) Liked to read books.
- (f) Kind to animals.
- (g) Lincoln's son is still living and is a friend of Mr. Roosevelt and Mr. Taft.

Stories

"A Little Lad of Long Ago."—For the Children's Hour.—Bailey-Lewis.
The Pig in the Mud.
Bennie, or Asleep at His Post.

Subjects for Morning Circles

Washington.

- (a) True.
- (b) Brave.
- (c) Kind to mother.
- (d) He was the first President.
- (e) Mr. Taft is our President now.

The White House.

- (a) Home of the Presidents.
- (b) Lincoln lived here.
- (c) Roosevelt lived here.
- (d) Taft lives here.

Stories

The suggestions in regard to Washington found in "The Child's World" are very helpful on this subject. Added to the stories there indicated the story of Washington's boyish play of soldier in the school playground and his conquering of the horse and the garden his father made him the spelled his own name might be added.

Songs

"A Song of Washington—Chorus."—Holiday Songs.—Poulsson.

"Three Cheers for the Red, White and Blue"—Chorus.

"Star Spangled Banner"—Chorus.—Merry Songs and Games.—Hubbard.

"Washington's Birthday"—Beginning—"Oh, Washington! We love thy name."—Merry Songs and Games.—Hubbard.

"We March Like Soldiers."—Songs for the Child's World.—Gaynor.

"Follow Our Leader."—A Dozen and Two.—Warner.

"Song for Washington's Birthday."—Holiday Songs—Poulsson.

Games, Dramatizations, Rhythms

The soldier games, etc., indicated earlier in the paper will be used during this work as well. The story work under the Washington and Lincoln subjects will be dramatized so far as it lends itself to dramatization.

Walks or Visits

1. Visit a monument of Lincoln or Washington.

2. Go to a picture store to see Lincoln and Washington pictures displayed.

3. Visit pictures in the classroom, office, corridors.

4. Visit any historic place in the neighborhood.

5. A colonial house or building. If beautiful library is available it would be

time to visit it. The children would like apt to see the subject in hand read to in all sorts of ways.

A museum with special reference to subject.

A soldier monument.

Illustrative Material

ins with Washington and Lincoln s.

ists of Lincoln—Washington.

ictures of Washington, Lincoln, their es, families, statues of each, Washing- horse, their soldiers, the White se, President Taft.

Gifts and Occupations

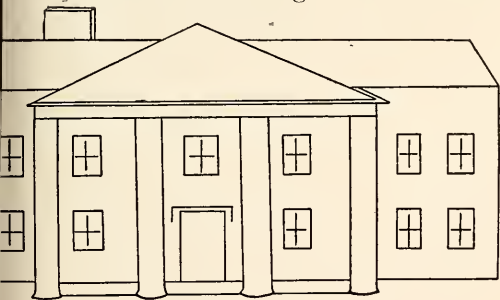
th Gift—Co-operative.

ake Lincoln's cabin. Let the narrow s of the bricks face out.

n Gift—

Washington's home at Mt. Vernon. The White House.

Any colonial building known to the



Colonial Mansion

ren. Possibly a library.

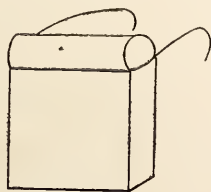
represent a monument that the children er visited or have seen in a picture. the building material best adapted to form.

icks—The front of a colonial mansion.

ings—Continue designs started in ary.

ling, Cutting, Pasting—

knapsack. Make the conventional ergarten square box. Take paper the



Knapsack

e length as finished box. Roll till it as a cylinder for top of knapsack. Paste

to one side of box. Tie cords so that the knapsack may be fastened to child's shoulders.

Cutting, Pasting—

A soldier hat with plume. Take a large square of white paper. Fold one diagonal.



Soldier's Hat with Plum

Cut on diagonal. We have two equal triangles now. Fringe red, white and blue tissue paper for a plume. Paste plume first to top of one side of hat. Then paste both sides of hat together.

Cutting—

Pictures drawn.

Soldier hat.

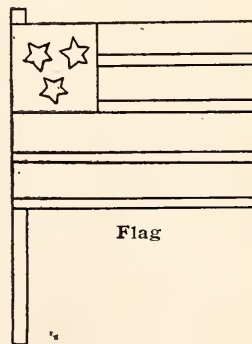
Flag and stick.

Pasting—

1. Mount a Lincoln and a Washington picture on cardboard. Frame it with frame as indicated below.

2. Badges. Use red, white and blue strips. Paste together. At top place a parquetry circle or square or a small picture of Washington or Lincoln.

3. A flag. Take a white oblong of paper. Paste red strips across it. Place a



Flag

blue square in upper left-hand corner. Paste one or two stars on blue field. Paste flag on a slat.

Drawing—

A drummer.

A color bearer.

A captain.

A cavalry soldier.

Sewing Without Needle—

A square or round picture frame for Washington's or Lincoln's picture.

Sand—

Washington's home at Mt. Vernon. Use

evergreen branches and holly branches for trees. Make garden bed spelling George. Represent the river at foot of hill.

Subjects for Morning Circles

Valentine's Day.

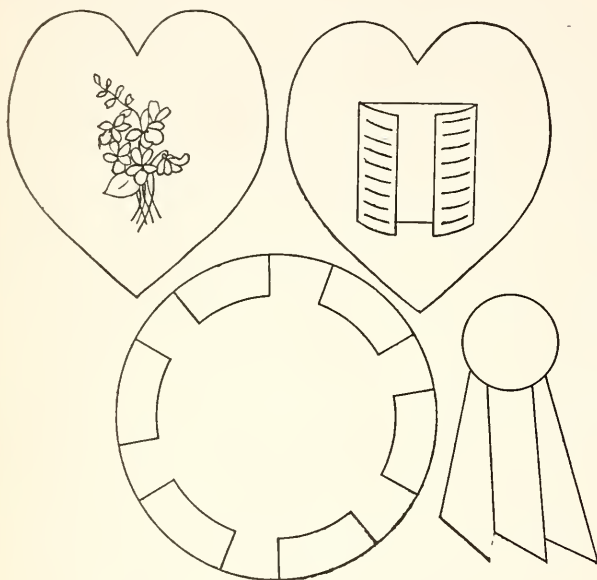
- (a) St. Valentine.
- (b) Valentines of today.
- (c) Carrier pigeons.

Stories

St. Valentine.

"Stuart's Valentine."—For the Children's Hour.—Bailey-Lewis.

"Big Brother's Valentine."—For the Children's Hour.—Bailey-Lewis.



"The Crooked Man's Story."—Mother Goose Village.—Bingham.

"Little Miss Muffett's Valentine."—Mother Goose Village.—Bingham.

"The Little Brown Valentine."—Mother Goose Village.—Bingham.

Songs

"Recipe for a Valentine."—Songs of the Child World.—Gaynor.

"When You Send a Valentine."—Holiday Songs.—Poulsson.

"See the Pretty Valentines."—Holiday Songs.—Poulsson.

Games

"Little Dove You Are Welcome."—Songs and Games for Little Ones.—Walker-Jenks.

Dramatization

Postman bringing valentines.
Carrier pigeons.

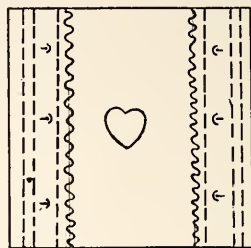
Rhythms

Carrier pigeon flying, descending.

Walks and Visits

Visit stores where pretty valentines are shown. Avoid those would-be funny ones so commonly exhibited.

Mail a valentine to a sick child well known to children or to some one not well known.



them every day but well known by them.

Of course every kindergartner sends valentine to her class. Ask the postman to bring this valentine directly to the kindergarten.

Let a child tip-toe to the office with valentine for the principal, one the children have made co-operatively.

Illustrative Material

Statue of Cupid.

Valentines of former years.

Up-to-date valentines.

Pictures of children mailing valentines or children receiving valentines, of Cupid.

Valentines

1. Take a square of red paper. Fold one diameter. Cut heart. Open paper and



paste scrap picture in center.

2. Make a heart as indicated above. Use it for stencil for a second heart. On one heart paste a scrap picture. In the center of the other cut shutters. Paste this over the first one so that the shutters may be opened and shut.

On a red, oblong card paste a scrap
re. To the left edge of this paste a
paper saved from the top of a candy
This makes a book form.

On either edge of a cardboard paste
ace strips saved from candy boxes. In
center fasten a scrap picture to one of
e tiny mounts that makes the picture
g up and down.

Subject for Morning Circles

Postman.

- (a) His duties.
- (b) Faithfulness.

Songs

"The Postman."—A Baker's Dozen for
Children.—Valentine-Claxton.

"The Postman."—Kindergarten Chimes.
Kate Douglas Wiggin.

"The Postman."—Holiday Songs.—
Hanson.

Games

"The Postman."—A Baker's Dozen for
Children.—Valentine-Claxton.

Let several children represent street
s with mail boxes attached. Have them
d either in corners or in rows at proper
nces. Have as many postmen as
s. Have a postmaster who remains in
postoffice and stamps the letters. Let
remaining children write letters. All
t a given time to mail letters in the
est box. Postmen collect mail and take
Postmaster. Then as teacher sings
Postmen distribute mail. Letters are
During the whole game the piano
s the music softly. Occasionally some
umming might be indulged in but
harily whistles are sufficient.

Mail Game—"Wandering game"—Kin-
garten Chimes.—Kate Douglas Wiggin.
Purse Game—"Feeling"—Tie things in
r and have children feel and name.
Pole Game—"Hansel and Graetel."—
ing Games for Little Children.—Hofer.

Dramatization

"The Postman."—A Baker's Dozen for
Children.—Valentine-Claxton.

Walks or Visits

Take the mail box to mail a letter.
Take the Postoffice to buy stamps and postal
Take the school mail box.
Have the postman deliver a letter written

to the kindergarten children by some one
whom they know.

Watch the postman collect the mail.

See a mail wagon if possible. Speak of
horses in this connection.

Illustrative Material

Postman.

Mail box.

Mail wagon.

Letters, postals, stamps.

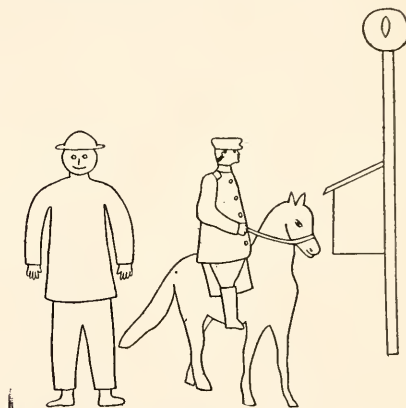
Speak of Washington and Lincoln
stamps. Show a Hudson-Fulton stamp if
that subject came up for discussion early in
the fall.

Pictures of postmen, letter boxes, etc.

Gifts and Occupations

Stick and Tablets—

1. A lamp post with mail box.
2. Mail wagon.



Fourth Gift—Co-operative.

Mail wagon.

Fifth Gift—

Postoffice.

Folding and Pasting—

Writing paper and envelopes. Paste an
old stamp on envelope or use a parquetry
square for a stamp and a circle for a seal.
Let children write letters on the writing
paper.

Cutting and Pasting and Drawing—

Postman's uniform cut. Mount on a
paper. Draw head, hands, feet, mail bag,
street lamp, and mail box.

Cutting, Pasting—



Mail Bag

Mail bag.

Drawing, Cutting, Pasting—

Postman.

Child with letter.

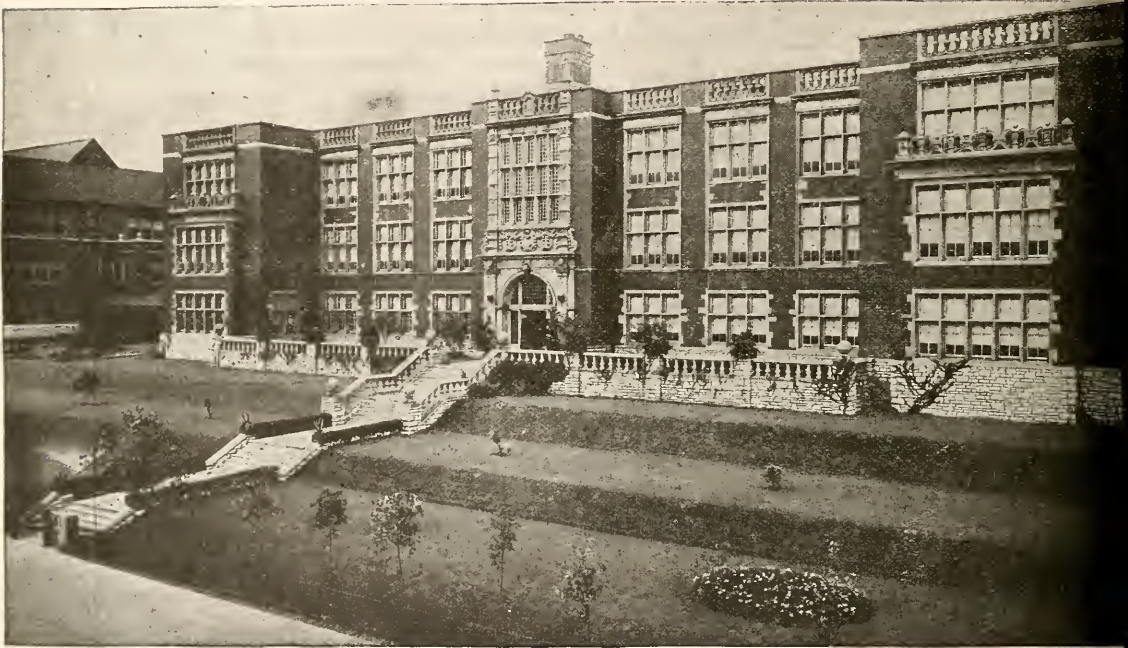
Paste supports on back of these pictures when cut out.

Sand—

City street with post boxes and post-office. People passing on the street. Postman standing by office. Child mailing letter. A mail wagon in street built in gift work.

A GAME FOR WORD DRILL

After the class has learned several words write them in large letters on cards. Hide these about the room. Choose a place for a goal. Write the word you wish the children to find upon the board and let the children hunt for it. When one finds it he runs to the goal and taps "one, two, three for ball" or whatever the word may have been. They keep this up until all the words have been found. Each child keeps account of the number of words he finds.—Cora Stevens.



TEACHER'S COLLEGE—SAINT LOUIS, MO.

THE PATCHWORK QUILT

Place words on board and for each child who names it correctly place a colored square on the board, joining them in quilt fashion. The words may be written in the squares if desired. All words not named correctly are left on the board for the next lesson and a few new ones are added. Little girls enjoy this plan very much and are anxious to have the largest quilt. If the words are not written in the blocks let them decorate them with colored chalk, taking calico pieces as models. This scheme is excellent for reviewing the multiplication tables.—May Bennett in Oregon Teachers' Monthly.

DEVICE FOR A LANGUAGE LESSON

An excellent device for giving variety to written language is to read part of a story to the class, breaking off at some interesting point and directing the pupils to draw on their imagination to complete the tale. Each finishes the story according to his fancy, then the teacher reads the rest of the story. Sometimes a chapter or tale may be read from an interesting book, and pupils to write the conclusion. This plan seldom fails to create a desire to read a book to see how it really does end.—Werner Teacher.

NEWS NOTES

—All Kindergartners are cordially invited to items of interest for this column.

xandria, Egypt—A new kindergarten and ng school is being opened here by Miss rine Graham, formerly of the Pittsburgh- any Free Kindergarten Association Training l of Pittsburgh, in charge. This school is in ction with the American Mission.

st Orange, N. J.—The Normal students to- r with the children connected with Miss Cora Peet's Kindergarten Training School pro- the Christmas tree and gifts for the children e Day Nursery.

e New York University, Summer Kindergarten ing School at University Height will be in e of Miss Harriette Melissa Mills, Principal of raining School affiliated with New York Uni- y, assisted by Dr. Jenny B. Merrill, Director of e School Kindergartens of the Boroughs of attan, The Bronx, and Richmond, Miss Elsie erriman, Head of Department of Music in Harriette Melissa Mills Training School, and nstructors and lecturers to be announced.

isville—"A Story Tellers' League" has been ized by Miss A. Tachert, librarian of chil- s department of public library of Louisville, aunched with success in three monthly meet- . It is hoped to interest teachers of upper and grades, primary teachers, Sunday School ers, playground and settlement workers and ed nurses. A council meeting of the Federa- of Mothers' Clubs was held in November when ere made for general and special lectures gh the year. An Eastern branch of the ers Federation is holding large and successful hly meetings.

tsburg—Pittsburg-Alleghany Free Kindergar- Association—The training school here has 105 nts enrolled with a post-graduate class of 29. rewell tea was given, by the Pittsburg and hany Free Kindergarten Association and ge Alumnae to Miss Azzie Mullen on the occa- of her leaving for Mexico to take the position ndergartner in Girls' Normal Institute under ces of Methodist Episcopal church.

uisville—Louisville Free Kindergarten Asson—A new member of faculty, is Mr. James l, a well known student of nature in ucky, who besides conducting the nature with our classes is doing like work with ers institutes through the state. The classes e Normal School were entertained in October, , by Mrs. S. S. Bush at her country home, also ollow'een party was given by Senior class to r class at kindergarten headquarters.

e Grand Rapids Kindergarten Training School had y narrow escape from total destruction on the oc- n of the recent disastrous fire in that city, but es- d with water damage only which did not prevent hool from continuing without serious interruption. vannah—Kate Baldwin Free Kindergarten ation—We clip the following from the nnah Morning News relative to Christmas cises:

he children of the kindergarten with Miss h West, the director, stood in a ring around ree while the songs were being sung and con- ted one Christmas song to the programme. y had previously had their own tree in their ty room upstairs. The morning hymn was y and the morning greetings given, and they then sung some merry little Christmas carols

before the tree was lighted. Instead of candles, it was hung with Japanese fireworks, and when these were lighted they sparkled and shone like bright stars, calling forth shouts of joy from the children. They had made for their fathers calendars, decorated with a photographic impression of a fern leaf, and for their mothers each child had planted a bulb. These they distributed when they were taken off the tree by Miss West, with the greatest pride and joy. Their own gifts came later, buckets and shovels for the boys, and tubs and wash boards for the girls. Their songs were sung very sweetly, and their spontaneity and simple pleasure in the tree and the Christmas exercises were delightful to see.

DEPARTMENT OF SUPERINTENDENCE—N. E. A.

Annual Convention at Indianapolis, Ind., March 1-2-3-4.

RAILROAD RATES.

One and one-half fare on the certificate plan for round trip from any point fifty miles or more from Indianapolis in all territory East of the Mississippi River, St. Louis, Peoria and Chicago and possibly a like rate will be secured later applying to all territory in U. S.

How to secure these rates. These instructions must be followed carefully: Tickets can be purchased after February 25th, up to any date that will enable holder to reach the meeting before March 2nd.

These certificates must be signed by the Secretary of the Convention, and validated by the Special Railway Agent, who will be in attendance at the Secretary's office in the parlor of the Claypool Hotel, during March 2, 3, 4, and until six o'clock p. m. of the last date. A validation fee of 25 cents will be charged by the railway agent. These certificates must be presented for the purchase of return tickets on or before Monday, March 8.

Certificates and tickets not transferable, and limited to continuous passage by first train leaving after purchase. Certificates not good for passage but must be exchanged for tickets. If certificates cannot be obtained of local ticket agent at point of starting on going trip, purchase local ticket to station where certificates and thru tickets to Chicago may be obtained. Application for certificates and tickets should be made thirty minutes before departure of trains.

IMPORTANT—If you live 50 miles or more from Indianapolis do not fail to use the certificate plan, even if you have other means of transportation, and **present your certificate immediately upon arrival at the Claypool Hotel**, as no tickets can be validated until 1,000 have been deposited there.

Kindly urge everyone going to Indianapolis to use the certificate plan, for should there be less than 1,000 certificates, none can secure the reduced rate for the return trip.

Ives' Illustrated Phonics (Longmans) provides a method, based on scientific principles, which will teach children the proper use of the organs of speech by forming in early life habits of correct enunciation, articulation, and pronunciation. School authorities are agreed as to the vital and growing importance of work of this kind. The Ives system is simple. Five minutes a day is as much time as is needed to show remarkable results. A special feature of the method—the value of which has been proved by long and successful experience—is the use of appropriate motion exercises to accompany the utterance of various sounds. The text-book is for grades III to VI inclusive. Any teacher can conduct these exercises without special training and those teachers who find their school work to be exhausting are promised a saving of much of their strength by joining in these exercises, sympathetically, with their pupils.

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Books Received

"A Certain Rich Man," by William Allen V. author of "Stratagems and Spoils," "The Cow Boyville," etc. This remarkable volume has placed by critics with "Les Miserables," of Hugo and "Gil Blas" of Cervantes, with "V Fair" of Thackery and "On the Heights" of Bach, as a part of the world's literature. Wm. E. Chancellor has written an open letter tive to this book, from which we make a excerpts.

In college and in school, one of our needs a literature of fiction that clearly and adequ symbolizes the facts of real life. For educat uses, such fiction must be ethically whole broadly interesting, close to life, and both s and artistic in style. But few of our Ame works of fiction display these characteristics. recent development is rather away from toward the standards of pure and universal li ture for all time and all civilizations. Such v as display both living truth and literary art fittingly be used as general class reading ma and by individuals in university, college school, in public libraries and private homes. whose profession is education, should encour the production of this high grade literatur encouraging in all reasonable ways the use of books when they appear. * * * *

Fortunately, it happened that, in the year 1 an American author produced a novel of w we may say with confidence that it is worth serious consideration by educators. Many be that it will be ranked, years hence, as one of great standard works of American fiction. *

"A Certain Rich Man" is worth reading thinking about, if for no other reason than its literary exposition of the economic and m movements of the half century since 1860. this is well in the background. We are mad think of many matters because they are essen to the action; there is no preaching for its sake. Inevitably, while we are learning e stage of the process by which John Barclay, th ing that he rose, actually fell, we learn the his of the establishment of a new social order, and beginnings of its recent breakdown. * * *

The Mac Millan Co., Publishers, New York Chicago. Price \$1.50.

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2. Story of King Arthur.
3. Story of Siegfried.
4. Story of Beowulf.
5. Story of Hiawatha.
6. Bible Stories. Story of Paul, Joseph, David.

7. Fairy and Folk Tales. The Three Bears, Beauty and the Beast, Little Boy's Visit to Santa Claus.

8. Folk Lore of the South. Uncle Remus. The Written and Unwritten Folk Tales of the Negro. Literary Meaning. Works of Joel Chandler Harris.

How to Tell a Story: Psychological Principles and Spiritual Equipment.

EDITORIAL FROM "EDUCATION" BOSTON, FEBRUARY, 1906.

A course of lectures unique in material and scope, as compared with the traditional "talks to teachers" with which all are familiar, is that of five lectures begun by Mr. Richard T. Wyche, and to be continued through January to the Baltimore teachers. It is distinctly a course in story-telling, and with lecture and conference will include fairy and folk tales, and develop the stories of Siegfried, King Arthur, Ulysses, Beowulf, and selected Bible stories. The telling of stories—stories that have an historical and race significance—is an art of which every teacher should be possessed, and not elementary grade teachers alone, but those of the high school as well. The dramatic sense is strong in children, and particularly at the beginning of the adolescent period. In all historical studies, and those in which the evolution of civilizing forces and conditions are prominent, there is a constant need that teachers, particularly of the high schools, be able to give the human perspective, the race setting, the genetic view. The teacher of history, of literature, of art, of invention, who has this power of graphic presentation and dramatic setting, is equipped as most teachers unfortunately are not. Baltimore is to be congratulated.

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1910

It will have a fine serial novel by the popular author of "The Divine Fire," while Edith Wharton and scores of the greatest short-story writers will contribute.

It will have a series of articles on THE HOLY LAND by Robert Hichens, superbly illustrated in color by Jules Guérin. And it will have other color pictures by the leading artists of the world.

It will have the Memoirs of Madame Modjeska, and articles on tramping around the world.

It will have articles on American sport by Walter Camp, the famous Yale coach.

It will have,—but space will not permit a full enumeration. Try it in 1910 and you will be satisfied.

\$4.00 A YEAR
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Union Square, New York

It is a sad fact, but nevertheless true, that a certain percentage of kindergartners are making practically no progress in their work. They are simply hanging on, and unconsciously falling behind. Some day they will be surprised to find that they are not "invited back." They will doubtless surmise a dozen different reasons not in any way related to the real cause. While it may be true that want of ambition or a purpose in life are fundamental causes, yet the fact that they have neglected to attend kindergarten meetings when possible; do not read current kindergarten literature; nor provide themselves with kindergarten books for personal study, has led many kindergartners to failure who otherwise might have succeeded. It is necessary not only to understand kindergarten principles, but to keep in touch with present day practices, and to comprehend changing conceptions. In the advertising columns of this Magazine will be found the addresses of many publishers of books that should interest kindergartners. They will doubtless be pleased to send their catalogs on request, and no kindergartner can begin too early to gather a library—to provide the really necessary tools for her work.

One constant element of luck
Is genuine solid old Teutonic pluck,
Stick to your aims—the mongrel's
hold will slip,
But only crowsbar loose the bulldog's
grip.
Oliver Wendell Holmes

Eberhard Faber, Brooklyn, N. Y., the well known pencil manufacturer, has a special pencil for kindergarten use, which should interest every kindergartner. To secure the best results in the kindergarten work, the best tools are always necessary. This firm will send a sample free to any kindergartner who writes for same. Notice their advertisement elsewhere.

What then—your little candle-flame
blown out

And all the world in darkness for a
minute?

Why, even so? The stars still shine
no doubt,

Enough to strike a match by—and
God's in it.

The difference betwixt the optimist
And pessimist is droll:

The optimist sees the doughnut,
The pessimist the hole.

Little, Brown & Company are noted publishers of really helpful and up-to-date books. Their "Little People Everywhere" series advertised elsewhere in these columns is a series of geographical readers based on child-life. Kindergartners will do well to see samples of these books.

Spool Knitting

By Mary A. McCormack.

Spool knitting is well suited for use as constructive work in the primary grades and kindergarten. It is so simple that small children can do it well. They can make articles which are pretty and which interest them, without the strain that comes from too exact work. The materials are easily obtained and pleasant to work with. The directions given are clear and easily followed.

Facing each description there are one or more photographs showing the article as completed or in course of construction.

Here are some of the articles which may be made. Circular Mat, Baby's Ball, Doll's Mug, Tam O'Shanter Cap, Child's Bedroom Slippers, Doll's Hood, Doll's Jacket, Child's Muffler, Mittens, Little Boy's Hat, Little Girl's Hat, Child's Hood, Jumping Rope, Toy Horse Reins, School Bag, Doll's Hammock.

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Books Received

"Language Games." A method of using play for establishing correct habits of speech, in primary grades. By Myra King, Los Angeles, Cal. These games are for use in the First, Second and Third Grades chiefly. They are not intended to take the place of regular language work but rather to supplement that work with much pleasant and practical repetition. The games are so planned that every child in the room may have an active interest in every part of the game. Educational Publishing Company, Boston; New York; Chicago; San Francisco.

"Blackboard Reading," by Maud Moore, Supervisor of Primary Education, Canton, Ohio. In teaching beginners to read, it is imperative that much time be spent in preparatory exercises upon the blackboard. These blackboard lessons are especially adapted to the needs of beginners, and should precede the work of a regular Primer or First Reader. Price not given. Educational Publishing Company, Boston; Chicago; New York; San Francisco.

The Horace Mann Primer (Longman's) which is the first book of a basal series, is based upon the fundamental idea that what children read, even in the Primer, should be worth while; that the child's first reading book should contain lessons which are of intrinsic and permanent interest and value, as well from an ethical as from a literary point of view. The Horace Mann Primer affords to teachers every possible suggestion and convenience in respect to method. It is arranged so that it lends itself readily to the sentence method, the word method, or the phonic method or these methods in conjunction, as the teacher may prefer. The lessons are for the most part new and have great variety both in form and subject matter. The book is full of action: the lessons describe it in manifold ways; the pictures all portray or suggest it. The pictures have been employed not for the purpose of mere embellishment, but as essential to the business of the Primer—which is to teach children to read. Without exception they have been made expressly for the Primer according to the author's specifications. Horace Mann Primer. By Walter L. Hervey, Ph. D., member of Board of Examiners, New York City; and Melvin Hix, B. S., Principal of Public School No. 9, Astoria, New York City, 30c.

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Moral Principles in Education. By Dewey, Professor of Philosophy, Columbia University.

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Changing Conceptions of Education. E. F. Cubberley, Professor of Education, Leland Stanford, Jr., University.

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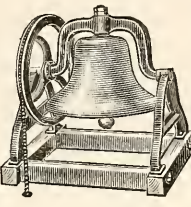
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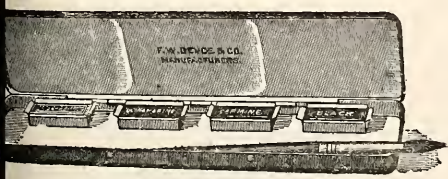
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The Kindergarten-Primary Magazine

VOL. XXIII—MARCH, 1910—NO. 7

IMPORTANT

WITHSTANDING the fact that we have requested that all subscriptions and advertising communications be sent to the business office at Manistee, Mich., we frequently delayed by the sending of business details to the editorial office. Please send all editorial matter, except late news items, to the New York office, and business letters to the Manistee office.

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Communications pertaining to subscriptions and advertising business relating to the Magazine should be addressed to the business office, J. H. Shults, Business Manager, Manistee, Mich. All other communications to E. Lyell Earle, Managing Editor, 59 W. 96th St., New York City.

Kindergarten-Primary Magazine is published on the first of each month, except July and August, from 278 River Street, Manistee, Mich.

Subscription price is \$1.00 per year, payable in advance. Single copies, 15c.

Subscriptions should be sent by draft, Express Order or Money Order, payable to The Kindergarten Magazine Company, 278 River Street, Manistee, Mich. For Canada add 20c and for all other countries add 40c for postage.

Notice of Expiration is sent, but it is assumed that a change of the subscription is desired until notice of discontinuance is received. When sending notice of change of address the old and new addresses must be given.

Remittances should be sent by draft, Express Order or Money Order, payable to The Kindergarten Magazine Company. If a local check is sent, it must include 10c exchange.

EDITORIAL READINGS FROM NOTABLE BOOKS

E. LYELL EARLE

I had planned an early review of Miss Vandewalker's book on the Kindergarten in American Education, but rush of manuscript prevented it.

Miss Vandewalker has done a splendid piece of work, and all subsequent history of American Kindergarten will build on the safe foundation she has thus honestly laid. The book is a model of research, of careful selection, and is a monument to the professional modesty of the author. No principal or superintendent of schools can afford to be without the book, and no one can any longer plead ignorance of kindergarten history in America. Every training school should use Miss Vandewalker's text

as one integral part of the course in the History of Education.

It should be the pride of every kindergarten teacher to exploit the book, and secure a large propagation of its contents, as it will do much to diffuse true knowledge of Froebel's best spirit among teachers.

As a class kindergartners are poor book makers, and when a good book does appear it is our duty to make the most of it. Miss Vandewalker is such a book.

The following summary will suggest the contents:

THE KINDERGARTEN IN AMERICAN EDUCATION

The kindergarten idea was originally brought to America by certain cultured Germans who came here after the European revolution of 1848. Among these was Mrs. Carl Schurz, formerly first kindergartner in America. She opened a kindergarten in 1855 at her home in Watertown, Wis., in order that her children and those of her friends might enjoy the same kindergarten advantages as they would have had in their native land. Several more kindergartens were later opened by Germans in various cities, and until 1860 they were the only ones in America.

The first American exponents of the kindergarten, however, were Dr. Barnard and Miss Elizabeth Peabody. In 1854 Dr. Barnard visited England as delegate to an exposition of educational systems and materials. Returning to America in 1856 he described the exhibit of kindergarten materials, particularly, in an article in the American Journal of Education. This report aroused the interest of Miss Peabody, who thereupon undertook the study of Froebel. In 1859 she met Mrs. Schurz, and getting from her an insight into the practical details of conducting a kindergarten, opened the first American institution

of this kind at Boston in 1860. Miss Peabody was a very earnest woman and she devoted her life to the advancement of the kindergarten cause by teaching, writing and lecturing. One of the things that chiefly helped to advance the kindergarten cause at this time, however, was the opening of training schools for kindergartners. Miss Peabody induced Madame Kriege and her daughter, pupils of the Baroness von Marenholy Beulow, to open a training school in Boston in 1868. That was the first of that large number of training schools that have since become so general in America, and so vital a part of the system of normal schools. In 1872 Miss Marie Boelte, a pupil of Madame Louise Froebel, was invited to open a kindergarten in a large private school in New York. Her work here was very successful. In the same year she married Prof. Kraus, who was also an exponent of the kindergarten, and together they opened a training school which is still in existence under Madam Kraus-Boelte. From this time on kindergartens multiplied as fast as trained kindergartners could be gotten. These were all private undertakings, however, for they were not adopted by the public school system until much later.

The kindergarten, like all new institutions, had to struggle hard to get a firm foothold in America. It is due to a few devoted persons, who often sacrificed themselves in their enthusiasm for the movement that the kindergarten gained such headway as it did during the first twenty-five years. Mrs. Susan Pollock's efforts gained a place for it in Washington, D. C., 1870; Prof. W. N. Hailman firmly established it at Milwaukee 1874, and later at LaPorte, Indiana. In 1873, the kindergarten movement was begun in St. Louis, under the leadership of Miss Susan Blow; and the next year in Chicago by Mrs. Putnam. In 1875, Dr. Felix Adler made a lecturing tour through the western states and as a result, kindergartens were opened, during that year, and the next at Los Angeles and San Francisco, Cal., and at Denver, Col. The San Francisco kindergarten produced such women as Kate Douglas Wiggin, Nora A. Smith, and Mrs. Sarah Cooper, who did, perhaps, more than any other women in the United States to advance the kindergarten cause. In 1876, an exposition at Philadelphia gave the kinder-

garten leaders an opportunity to demonstrate to the country the value of kindergarten. A room was, accordingly arranged as a kindergarten, and during the entire time of the exposition it was continually crowded with visitors to whom its purposes and principles were explained by the teacher. At the exposition, Miss Ruth Burrit, the kindergartner, remained in Philadelphia, by invitation, and opened several kindergartens and a training class.

The Philadelphia Exposition marks an epoch in the kindergarten movement, after it kindergartens began to multiply rapidly. This was not because the value of its principles had been realized, but because it seemed to offer a solution to a problem that was forcing itself upon the large cities, that is: "the slum." Churches and philanthropic societies took up the kindergarten as the remedy for the slum and its attendant evils. The fact that the kindergarten kept the little children off the streets, made them clean and happy and enabled the mothers to go freely about their work, appealed to the American people and they gave large sums of money for its organization and support. Churches and individuals established kindergartens and associations were formed for spreading and supporting kindergartens in nearly every large city. During the decade between 1880 and 1890 these associations and churches had organized kindergartens in almost four hundred cities. These associations were not content with the training of the child alone; but realizing that children are greatly influenced by their environment, the home especially, they arranged mothers' meetings and formed mothers' societies for the purpose of studying in the problems of motherhood from the Froebelian viewpoint.

Besides these organizations, there were two more which helped greatly to disseminate kindergarten principles. These were the Women's Christian Temperance Union, and the Settlement. The Temperance Union seeking to reclaim fathers and mothers from the evils of drink, early saw that its reforms could be made effective through education. It, therefore, organized many kindergartens and mothers' circles in which it helped the discouraged mothers to that knowledge which would purify their homes and keep them safe

future. The Settlement is quite modern and has been called into existence by present conditions in the slums of the large cities. Its aim is, to supply for the poverty-stricken of its neighborhood a place of general interest which should be an inspiration for all ages: from the smallest child to the old man. It, therefore, opened mothers' meetings, cooking and gymnastic classes, reading rooms, and kindergartens. These meetings helped to keep the people from the slums of the streets, and led the mothers to take the interests of their children, and to appreciate and aim for beauty and hygienic conditions in the home.

One of the great aids in awakening both mothers and teachers to the true principles of the kindergarten was the large literature which grew up on the subject. Until 1880, however, there were but few books on the kindergarten in English. Froebel had not been translated into English and the workers in America were too busy doing things to have time for writing. Miss Peabody and several others wrote short articles in different magazines and journals and this was the only literature on the kindergarten until 1870, excepting four books: Madam Range's "Guide to the English Kindergarten," Miss Peabody's "Kindergarten Guide," Mrs. Pollock's translations of a German Manual, and Wiebe's "Paradise of Childhood." Between 1870 and 1880, several important books were written, among them Madam Kriege's translation "The Child" in 1872, Prof. W. N. Hailstam's "Kindergarten Culture," 1873, the Princess von Beulow's "Lectures" and miscellanies of Froebel," 1876-7, Madam Blaus' "Kindergarten Guide," and finally, in 1879 Miss Josephine Jarvis and Miss Wright translated Froebel's "Mother Songs" and "Nursery Songs." It is only during the last quarter century from 1880 to the present, that the large school literature we have has grown up. Most important, of course, has been the translation of all of Froebel's Philosophy; but besides this we now have many books: on the kindergarten, on Froebel, his principles, methods, etc. One of the books that most helped to acquaint educators with Froebel's Philosophy was Prof. Hughes' "Froebel's Laws for all Teachers." In this book Prof. Hughes "emphasized the universal character of Froebel's principles, and the effect of their application to grade work."

As I have before shown, kindergartens were organized by different societies and individuals long before they were taken into the schools. Under the then existing methods of education this was but natural. Before the kindergarten could be incorporated into the public school system, it would have been necessary to change almost the entire curriculum of the grades in order that they might connect with the work done in the former. If we would see what this change meant we must take a look at the primary as it then existed. First of all, the primary, as such, was practically a new institution: it had not been generally adopted until after the Civil war. Its aim was to teach the three "R's," so-called: reading, writing and arithmetic. The child was regarded as being born with evil nature which had to be repressed in order to make him good. The child's mind was regarded as a "Tabula Rasa," on which the teacher was to inscribe new knowledge, as it were, the child having nothing to do but to passively take all that was poured in.

Now, it can well be seen that the kindergarten coming with the new theories of the spiritual nature of the child, and of development by selfactivity would not be readily understood by the people who had so long been accustomed to disciplinarian methods. And such, indeed, was the case. Even those who first became interested in the kindergarten regarded the plays merely as a means of keeping the child busy, and not at all as an educational medium. It was not until much later, with the influx of new currents of thought, that the principles of Froebel were really understood and their value for education as a whole appreciated.

The first effort to demonstrate that kindergartens could be carried on successfully under public school conditions was made in St. Louis by Supt. W. T. Harris and Miss Blow. Mr. Harris, who was an advocate of the kindergarten recommended, in 1870, that the school board of St. Louis adopt the kindergarten as part of the school system; but nothing was done in the matter until in 1873, Miss Blow offered to superintend a kindergarten and instruct a teacher gratuitously if the school board would provide the teacher, room and materials. This offer was accepted and carried out so successfully that additional kindergartens were soon called for. And today, the kin-

dergarten has been legally adopted in all the states of the Union but eleven. These, no doubt, have failed to do so only owing to the difficulty of legislation in the matter.

When the kindergarten was adopted into the public schools, the primary teachers, and even higher educators, came to visit it and to study its methods. As they realized the truth of its principles, teaching, in the higher classes was gradually modified and adapted to them, until now the school curriculum has been so amended that the kindergarten is but the preliminary step to grade work. But we cannot claim these changes as the effect of kindergarten influence only. There had been a gradual change in the trend of educational thought brought about by the art, manual training and nature studies of the early years: 1870-1880, and the new psychology, child study and Herbartianism which are still being developed.

When the kindergarten was first organized in America it had no message to the educational world; but when educators began to feel the need of studying its principles and methods they invited the kindergartners of the country to participate in the yearly meetings of the National Educational Association, and through papers to acquaint people with the principles of the kindergarten. For many years, therefore, the kindergartners held their meetings during the conventions of the N. E. A. But a growing feeling that the kindergarten interests needed a greater consolidation than the N. E. A. could offer, led, in 1892, to the forming of the International Kindergarten Union. This organization was to work in harmony with the kindergarten department of the N. E. A., but was to extend its field of operations, and intensify and systematize the work of the kindergarten. These were as follows:

1. To gather and disseminate knowledge of the kindergarten movement throughout the world.
2. To bring into active co-operation all the kindergarten interests of the world.
3. To promote the establishment of kindergartens.
4. To elevate the standard of professional training of kindergartners.

The I. K. U. held its first meeting, as a separate body, at Teachers College, New York, in 1896. It filled a great need in the kindergarten world. Hitherto, experiments

had been made in different sections of the country by independent workers, under conditions totally different, and there had been no way of utilizing these experiments. The I. K. U. has helped the advancement of the kindergarten by enabling these different sections of the country to compare their work, and become acquainted with what others were doing. And from the comparison of these experiments the kindergarten of the future is being slowly evolved.

EDITORIAL READINGS FROM NOVELS TABLE BOOKS—No. 2

FREEDOM AND SLAVERY

An acquaintance of mine has a curious way of getting material for the best articles she writes.

She keeps paper and pencil in her bedroom, and even while she dresses in the morning she stops abruptly at almost any point and writes as fast as she can for a few minutes, then goes on with her dressing. She says she can do this because everything from exercise and bath to nail cleaning and necktie, goes along so much as a matter of habit, so entirely in its usual order, that she pays no attention to what she is doing, and that her mind is thus released for thoughts about her writing.

A child, whom I also know, carries out an opposite plan, which wastes nervous energy every morning. Nothing goes by routine in her life. She makes decisions at every point. "Is it really time to get up?" she wonders. "Surely five minutes longer won't matter." "Isn't the water too cold for a bath?" "And finger nails—can't they wait too?"

Each question has to be settled on its own behalf, and thinking neurons use up energy and force in directions where they should be released from all responsibility—where one act should follow another almost unconsciously.

Routine work during each day of our lives is, in point of fact, the salvation of the nervous system. Moreover, habit is the friend that makes routine possible.

A child who has formed the habit of quick obedience saves himself wear and tear by always obeying promptly. A boy who has learned how to focus attention when he studies saves himself hours of time.

If practice ever made it easier to walk, run, to ride or to swim, to lace a shoe, tie a knot, or braid the hair; that is, if persons were unable through practice to learn lessons or form habits, neither we as individuals nor the human race as a whole could ever be free enough from small things to make progress in large affairs.

"Freedom," as I use the word, means liberty to do things without giving each separate one of them a conscious thought. The opposite condition, slavery, means the conscious doing of that which we disapprove. In other words, habits of which we approve make us free, while habits of which we disapprove hold us in bondage.

Whether for slavery or for freedom, all habits are formed in one or the other of the following two ways:

1. By frequent repetition.

2. By some sudden, unexpected, strong impression.

The former is the usual way, as was seen in the last chapter. But there are many cases where a permanent habit is formed within the flash of an instant.

As my brother started to run up a low stairway, he knocked his head with a bang against a projecting beam. Quick-tensed neurons learned their lesson without delay; the habit was formed, and thenceforward, for years, although the beam itself had been taken away, he found that his head always dodged when he started to run up that particular stairway.

A friend tells me that although his mother saw to it that he brushed his teeth every morning of his life until he was ten years old, still he himself was ready to forget his task any day until he learned about robes and knew why teeth should be brushed. His own choice then stepped in as a habit-forming help, and now he says that the habit of teeth washing is firmly established. He does it as a matter of course, never stopping to discuss the question and never forgetting.

Both knowledge and choice are seen to help in forming habits of various kinds. What about other habits? What about the mold character itself?

I am thinking now of those internal forces which mold us so completely that in the expression of our faces is altered them—habits which finally become so very a part of us that they are the truest part of the self, which is quickly recognized

wherever we go. I give a few of these contrasting habits in columns which face each other.

Habits of truth	Habits of deceit
Habits of courage	Habits of fear
Habits of persistence	Habits of neglect
Habits of attention	Habits of inattention
Habits of kindness	Habits of cruelty
Habits of appreciation of others	Habits of scorn
Habits of thriftiness	Habits of shiftlessness
Habits of order	Habits of disorder
Habits of cleanliness	Habits of uncleanness
Habits of diligence	Habits of idleness

The list might be made almost endless, for it should cover each separate habit of mind and character that a human being may own. We should bear these character habits in mind, for each lies within our grasp; each is placed by our own hands in the column which we are piling up for ourselves—the column which shows what we are. Look over the printed list, locate your own habits, decide whether they are in the column which pleases you or in the other column, and make up your mind as to whether or not, in your own case, you think it worth while to make any changes from one column to the other.

For the sake of helping those who propose to do some transferring, I give three laws which Professor William James lays down for the guidance of college students. These laws seem to me quite as important for children as for those who are older, and I give them as nearly as I can in the words which Professor James himself uses.

1. In starting a new habit, or in leaving off an old one, launch yourself with as much vigor as possible. Do everything that will make right motives seem more convincing; surround yourself with conditions that will encourage the new way. Make a public pledge, if this can be done; in other words, surround your new resolution with every help you know anything about. All this will give you a good start. It will help you prevent a breakdown, and every day which postpones a breakdown increases the chance that you will carry out your purpose.

2. Never make an exception to your rule until the habit is well rooted. Each exception, each lapse, is like dropping a ball of string that you are trying to wind up; a single fall undoes more than a great many turns will wind up again. Persistent training is the one surest way to get the nervous system to do as you wish. Never lose a battle. Every gain on the wrong side un-

does the good of many conquests on the right. The great point is to secure such a series of success that old habits become weakened, while new habits gain strength through constant victory.

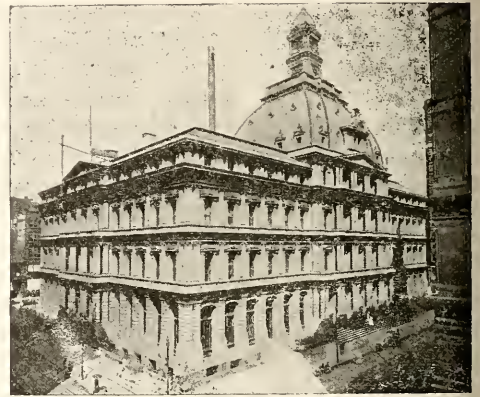
3. Seize the very first possible chance you have to act on every resolution you make. No matter how good your resolutions are, if you do not avail yourself of

this time!" Well, he may not count it and a kind heaven may not count it, but it is being counted none the less. Down among the nerve cells and fibers the molecules are counting it, registering and storing it up to be used against him when the next temptation comes.

Nothing we ever do is, in strict scientific literalness, wiped out. This has its good side as well as its bad one. As we become permanent drunkards by so many separate drinks, so we become saints in the moral and authorities and experts in the practical and scientific spheres by so many separate acts and hours of work. Let no youth have any anxiety about the upshot of his education



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every chance to act, your new habits will not be formed; your character will remain entirely unaffected for the better.

These three points put in a nutshell are as follows:

1. Start with vigor; strengthen yourself by every possible aid.
2. Never make an exception. Never lose a battle.
3. Seize every chance to act out your new resolutions.

Professor James also writes these other solemn words for his college students to remember, and I give them precisely as they are printed in his great book.


We are spinning our own fates, good or evil, and never to be undone. Every smallest stroke of virtue or vice leaves its never so little scar. The drunken Rip Van Winkle in Jefferson's play excuses himself for every fresh dereliction by saying, "I won't count

tion, whatever the line of it may be. If I keep faithfully busy, he may leave the final result to itself. He can, with perfect certainty, count on waking up some fine morning to find himself one of the competent ones of his generation, in whatever pursuit he may have singled out. Silently, between all the details of his business, the power of judgment in all that class of matter will have built itself up with him as a possession that will never pass away. Young people should know this truth in advance. The ignorance of it has probably engendered more discouragement and faint-heartedness in youths embarking on arduous careers than all other causes put together.

EDITORIAL NOTE—These excerpts are from the Gulick Hygiene Series. The books are a new departure in hygiene, and are rich in good material for the kindergartner.

A WORD OF CAUTION

FROM DR. MERRILL



VISITORS in the St. Louis kindergartens must not fail to bear in mind the ages of the children.

The entrance age (six) is the age at which most of the kindergarten children of the country begin reading. There is a tendency to forget this fact in planning these admirable kindergartens in St. Louis.

It is most interesting to see how children six to seven years of age enjoy kindergarten work but their age reacts upon work.

The stories told are more advanced as they should be. The games are more genetic, proceed more systematically, are started often by the children themselves, one child taking the center as soon as the game is ended without being called. The vigor of the able supervisor, Miss Mullanbach, seems impressed everywhere in the visits.

NEW METHOD IN INFANT EDUCATION

QUAL WORK IN THE "CASE DEI BARNIBINI"

DR. JENNY B. MERRILL, Ph. D.

is a very interesting chapter upon "Literature and Construction," Dr. Montessori recognizes clay modeling as "the most natural" of all the hand work planned by the school.

From her point of view, it is to recognize the value of the simple modeling of the kindergarten and moves too soon to "the production of useful objects" as vases.

Dr. Montessori says "In giving clay to model at first, the children are not directed to produce useful work." She says, "Work in clay modeling serves in the study of the child's individuality of the child in his spontaneous manifestations but not to produce useful work."

From this point of view we do not agree. We claim that it is of educational value, of great educational value to the child to use clay as a means of expression.

It is certainly true, however, that the children will soon love to make some useful objects of use such as little dishes, flower pots, standards.

These we always prefer to balls, cubes, cylinders. Geographic forms are ab-

stractions and should come later just as the plain figures should be made to appear at first in doors, windows, houses, wheels, etc.

Dr. Montessori writes that she thought to experiment in the "Case dei Barnibini" with some work in clay suggested by an artist in "The School of Noble Youth." This school and also the society connected with it "aim to educate the youth to an appreciation of the beauty of their surroundings, especially objects, edifices, monuments."

The Case dei Barnibini, it should be remembered is held in close touch with the home life of the children and one of its aims is to develop a regard of the house and its surroundings.

This Dr. Montessori wisely recognizes as the best beginning of a civic education.

Professor Random, the artist to whom she refers, objects to "dry moral treatises upon civic life" but proceeds by means of an artistic education "to lead the children to prize and love the objects about him, especially the monuments."

His school aims to reproduce these city monuments and to study their history.

We understand that it is situated in one of the most beautiful parts of Rome. The school has endeavored also "to revise a form of art which the Italians, especially the Florentines excelled in, namely: pottery."

Taking her clue from this school for older children, Dr. Montessori seems to us to be making the same mistake that our elementary schools are now discovering they have been making of late years, namely, too close a following of the work of primitive man.

She speaks of the great historic and artistic importance of the vase, of the fact that it was man's first cooking vessel. She recommends that the little children model vases of various sizes and shapes, with one or two beaks, with handles, etc.

She comes nearer the play spirit of the kindergarten when she says, "The small pupils love to make the vases and preserve their own work of which they are very proud. With the clay, afterwards, they model small objects, such as eggs or fruit with which they fill the vessels."

But if it is true that children of five or six "commence work with the wheel," we fear she is getting too near child labor. It would be sad, indeed, if the kindergarten

or any system of early training should be the means of showing parents that their babies can work.

In "The School of Noble Youth," the pupils construct small houses, making their own bricks. This too has suggested constructive exercises to Dr. Montessori and she speaks of the pleasure the little ones have in making walls of small bricks. This we can approve in measure for we have often seen a group of kindergarten children unite in utilizing the waste pieces of clay in making a fence or well..

We agree fully with Dr. Montessori in the importance of the occupation of clay modeling.

We would have the children model any objects of interest about them, including vases but we believe the historic sense is entirely lacking at this early age, and therefore, we would not confine ourselves to any object because of its historic meaning. We would leave that for later grade work.

In regard to other Froebelian occupations Dr. Montessori is less orthodox. She excludes weaving and sewing on cardboard as they are "not adapted to the physiologic state of the infantile organ of sight when the power of accommodation of the eye has not yet reached its complete development."

We agree with her view in regard to these occupations.

(To be continued.)

THE CHILD AND ART

MRS. J. WINSLOW EDGERLY



A lecture worthy of a place in the "Uplift Series" was delivered by Mrs. Edward Gay of Mount Vernon on Jan. 20, 1910, before the Mothers' Circles of The Bronx, assembled in Public School 43, Louis Marks principal.

Mrs. Gay was fittingly introduced by Dr. Jenny B. Merrill as one admirably qualified to speak to mothers on the subject "Child and Art," both from an enviable position as an artist and also from a wide experience with children.

As the talk was for mothers and to mothers, the teacher's part in the art instruction of the child was lightly passed over. Just as the mother is the first person to interpret the child—is the first to see in him the replica of her own or another's characteristics, so it becomes her first duty so to direct the forces within and without

her child that he shall become master of circumstance. If the mother's life appears circumscribed, the wisdom of the year must have shown her that she alone is responsible for that narrowness, and the young life must be taught that the vision of the sublime need not be dimmed by untoward environment.

At birth, each normal, healthy child endowed with sight and touch—the persistent grip of the baby fist foreshadowing its eager grasp of crayon or pencil with the later endowment of desire impels the child to express the glowing pictures photographed on the teeming mind.

A set of drawings executed by kindergarten children after a recent snow illustrated many of the features relative to drawing which the mother must continually bear in mind. However crude the representations might appear, they in truth exhibit an element of the marvelous in being the first attempt of a child to represent objects of three dimensions on a flat surface. That an approach to artistic effect could be produced on brown paper with white crayon, Mrs. Gay used to emphasize the fact that while children exult over color, it should be dealt to them sparingly, the colors at the most to be given at a time. Just as a feast ceases to give delight if the child is sated constantly, so some of the choicest dainties in color are to be dealt out in the guise of granting a special privilege.

In school, the most careful art instruction should be given from the fifth grade onward. The reason your little child can draw better than you can, said Mrs. Gay, is because you have not continued to practice what you learned in early years.

We are prone to think of art as applicable to great things; in truth, it is but a glorifying interpretation of the ordinary. Perugino used the Crom clays of the Umbrian surroundings; Giotto, while tending his father's sheep as a shepherd boy, first sketched them roughly on the ground with a pointed stone. Art may be applied today to the most ordinary occurrences of everyday life—the child may arrange a room in an orderly manner, thereby giving it the "home" atmosphere, which is truly a work of art.

Teach your child to observe well. The things I can best do, said Mrs. Gay, are those I learned to do when very young.

father asks you to give us further details as to the participants in your trip and your recollection is of the time when father sent us all off on the half-day tramp on Saturday, and father's insistent question on our return—What did you see?

My own children, continued Mrs. Gay, are urged in addition to bring home some treasure found on their excursion. Nothing in Nature is commonplace, and if to us that the child brings appears trifling, it is for us to search out its wonders, for they are indeed inherent in everything.

In the valley of the Ohio has been found the bone of an extinct animal, the mammoth, which lived on the earth in the pre-glacial period, thousands and thousands of years ago. On this bone is drawn the picture of a mammoth, executed by a being possess-

BERLIN ASSOCIATION FOR POPULAR EDUCATION

Dear Miss Wheelock:

Through Miss Herwarth, Eisenach, and Mr. Councillor Winstebury, Berlin, we learned that you intend to come to Germany next year with 500 teachers.

We shall be happy to receive you in our house, would, however, request you to arrange your visit so as to take place in June or in the second half of August.

From July 1st, until August 12th or 15th we hold our summer vacations throughout the whole of North Germany. During that time you would find nobody present, all institutes and schools being closed.

We may perhaps learn something more about it in June.

Yours respectfully,

MRS. CLARA RICHTER,

Director of the Pestalozzi Froebel Institute.
Translated for the Kindergarten-Primary Magazine

Nov. 7, 1909.

Dear Miss Wheelock:

The joy to receive a letter from you was further increased by the news that you intend to come to Germany next spring. I am most happy to think even now of it. Immediately upon receipt of your letter I went to Mrs. Richter, director of the Pestalozzi Froebel Institute. She was however just then preparing her departure for Maydebury to attend there the Froebel reunion and also desired to ask the advice of other competent persons and await their decision. She tells me that in several cities to which your American institution will come reception committees are forming—in Cologne, Frankfurt-of-Main, Eisenach. The Pestalozzi Froebel House in this city would arrange for an exhibition for you. Have you deliver a lecture in its hall and altogether think of giving you a becoming reception. The only necessary thing would be that you come here before the 1st of July or after August 12th. For the time intervening between the two dates is taken up by the vacations our only ones here in Berlin during which the House is closed and everyone is away from Berlin. As you intend to start not until the end of June, I suppose that the month of August would suit you for your visit in Berlin. As to a reception by our public personalities here,



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a mind. Thus far can be traced the existence of art.

We go to Rome and to Florence to view the great masterpieces; we journey to Egypt; we delve among the ruins of Pompeii to see even a fragment from a master's hand. And to what end? To catch a reflex of the vision that was in the soul of the artists who created what the world recognizes as a masterpiece—to gain for ourselves what may be a new interpretation of itself.

To the mother is given a power even more wonderful than the magic of Luther Burbank, by whose skill we are continually receiving new varieties of fruits and vegetables. For to the mother is entrusted the culture and upbringing, yes the transformation-power that is to prepare the plastic before every experience in a kaleidoscopic

as to those whom we might possibly interest in your behalf.

So many congresses of different kinds take place here, that this affords a certain difficulty. As soon as I learn more from you, I shall write to you again. Meanwhile I remain with cordial greetings,

Your sincere friend,

ELSIE MUNSTERBERG.

A PILGRIMAGE TO FROEBEL'S HOME

Boston, Jan. 10, 1910.

Dr. E. Lyell Earle, Editor Kindergarten-Primary Magazine.

Dear Sir: Plans for a pilgrimage to the "Land of Froebel" in 1911 are now developing, and I have been asked to make in the magazines a preliminary announcement, in order that kindergartners and others interested in the Froebel pilgrimage may be preparing to join in this tribute to the work and influence of the great apostle of childhood. The arrangements will be definitely made, we hope, at the St. Louis meeting of the I. K. U., but the general outlines of the plans may now be announced.

We hope to be able to charter a steamer or part of a steamer, sailing the last of June in 1911 and returning the last of August. A congress in connection with the leaders of the Play Ground movement will probably be held in London, and a pilgrimage made to the scenes of Froebel's life and work, with Eisenach as our central point. We hope to hold a session of the I. K. U. in connection with the German Verein, and to visit Oberweissbach, Blankenburg and Liebenstein in Thuringia, with visits to other German cities, where committees for reception are already forming. There is considerable interest among the German kindergartners in the development of this plan. Its realization will mean a great impetus to the work in Germany as well as in our own country. It will be a significant demonstration of the vitality of the Froebellian idea. We hope to obtain the sympathy and co-operation of many kindergartners as well as school-men and women, who represent the new education in this country. Time and opportunity will be allowed in our journey to visit other points of interest in Europe, and we hope that the reasonable rates may make it pos-

sible for many kindergartners to join in the pilgrimage. Committees will be formed and plans perfected at the St. Louis meeting, after which further announcements will be made.

LUCY WHEELOCK.

THE DOH-DOO FAIRIES

NEW MUSICAL PLAY FOR THE KINDERGARTEN

BY J. VAN BROEKHOVEN

Series V.



HAVING given an outline in the last number, of short melodic and rhythmical scale plays, will touch in this article on the requirements of kindergarten songs. It is not necessary to call attention to the shortcomings of the Froebel songs as ideal compositions for the kindergarten. Nor is it desirable to point out the inconsistencies in the great bulk of songs published for children, or to touch upon the inappropriateness of the music, the rhythm, text and character of such songs. The experienced teacher knows of them. I shall confine my remarks to the presentation of some details which are essential in kindergarten songs, thereby placing before the teacher writers and composers some useful and practical suggestions which may be of value in their attempts to improve the side of the kindergarten training.

While it is generally understood that the child's hearing in the first years is very impressionable, and that nothing but the best models should be given for imitation, it is a fact that there are very few children's songs which can be called perfect children's songs in their entirety of music, words, rhythm and context. The great point to keep in mind is: that the child's voice at this period should never be strained in pitch, loudness nor length of times. The child should sing lightly and quickly, without any effort in execution and understanding of the text. Such songs as the following, which is given as a child's song, are not appropriate for several reasons:

"Children of spring,
We tidings bring:
Birds soon will sing
That winter's over;
And on the lea
You soon will see
The belted bee
Amidst the clover.

While the meter is appropriate by its fitness and the rhyme produces a pleasant gratification by its recurrence, yet the context of the text is so absolutely inappropriate for children that it is to be wondered at that teachers can believe such song suitable for kindergarten. To explain the meaning of "the belted bee" and "the lea" would be a task for grownup mortals. Besides, the third line "Birds soon sing" is very doubtful as to the rhythm, metrical accent.

A kindergarten song to become useful by the easy execution and mental comprehension of the child should be concise in every respect. The words should be of one or two syllables; and the line should contain no more than five, or seven syllables, and end with an accented syllable, allowing a pause, or rest between two lines. The measure should be 2-4 or 3-4. And each syllable should be sung to one note of value of one quarter, rarely a half note. So that the child has no difficulty in its path management. The melody should be pleasing, with few skips and one skip larger intervals. Successive scale tunes are best, with an occasional skip of a third, fourth, or possibly a fifth. The text should be a story, or depict a living thing with a certain amount of dramatic action; that the child become interested in the action. The text should express a decided sentiment, easily calling forth the child's feeling. The feelings expressed should be sympathy, love, affection, friendship, joy, honor, a mild sermon, charity, etc. The text to be expressed should be suggested by the child's surroundings, flowers, playing, animals, friends, household objects, apparel, food, the weather, the seasons, etc. The text must be made to act like living things, with human impulses and dramatic action, to please the child. For the senses are the first educators. Nature and the child's surroundings fix the direction of the educational influences.

The rhythm must be simple, as well as the metrical arrangement, which must be correct. The rhyme is an important element and must not be omitted, nor should unusual words be employed to rhyme. The easier of comprehension and the easier of execution a song is the more influential will be in its educational value.

THE SCHOOL-GARDEN MOVEMENT AND WHAT IT MEANS TO THE KINDERGARTEN

MYRTA MARGARET HIGGINS

The school-garden idea, like the play-ground movement, and the kindergarten, came to us through Germany by the way of Boston. Although both the school-garden and play-ground have been of later development than the kindergarten, here in America, in Europe they preceded it, and the kindergarten as Froebel meant it to be is a play-house in a garden, having a method by which children may be educated while happy at play.

Unlike the kindergarten, the school-garden and play-ground are not the result of the efforts of one man, nor are they carried on by a universally recognized method as distinct as that of the kindergarten. Perhaps this accounts for their differences of growth.

As Elizabeth Peabody found the kindergarten and brought it to the attention of Boston people, so Mary, her sister, who became Mrs. Horace Mann, found the school-garden idea, and in 1879 published a translation with notes of Prof. Schwab's pamphlet on the school-garden. Although written for Germany and other European countries, this pamphlet is of value to the workers in America. Mrs. Mann did not establish the school-garden, however, as her sister Elizabeth has established the kindergarten. Perhaps she was too much absorbed in the education of her own children to find time to do any more for it. However that may have been, the school-garden work has grown in America, and first became well known when established about ten years later in connection with the George Putnam School at Roxbury, Massachusetts. That was about twenty years ago, and the work has since developed rapidly.

Although our kindergartens have felt the influence of this movement, they have as yet done little in comparison with what Froebel meant they should do in this direction. Would it not seem strange to Froebel if he were still living, and should come to our kindergartens today to find most of them not children's gardens at all, but only play-rooms; without the real garden, for you do not call a few flower-beds a garden!

The kindergarten children can do so little of themselves that much should be done for

them at this age, because the influence and the association of a garden means more to them than we can tell. Each child must take an active part in the garden process, however little it may be that he can do. He must also be taught to observe all that is done in which he cannot take a part. But at this age the great lesson of the garden is a very subtle one of influence from meeting face to face the great truths of Nature as they teach the lessons of life. So we must give the garden to the child, but not force it on him.

It may be impossible for the average kindergarten today to surround it with a garden such as we are going to talk about, but it is one of the possibilities of the future, and in order to win it we must begin now by forming the ideal in our minds. Although few, if any, kindergartners have a thorough scientific training from the point of view of the agriculturist or the horticulturist or the botanist, yet it is possible by study and practical work to gain an increasing knowledge of plant life so that we may find what the vegetable world holds of value to the child, just as we are able to give him a start in the right direction which may lead to the appreciation of Art and Music. The best teachers have not always a large amount of knowledge, but they do have the right point of view, and the ability to learn and grow along with the child. They must have true basic principles and accurate observation together with keen insight so that the growth will be in the right direction. There are so many books and opportunities today, that no kindergartner need lack for the few principles that will make her garden a success. But the real garden work is what will bring to her the knowledge and experience of greatest value. Practical experience has proven that garden work rightly done does not add another straw to the load, but because of the exercise in the open air, and the continually active searching attitude of mind required, it becomes a stimulant and means of refreshment to the over-worked teacher. Also the companionship of children at play with Nature is a relief after the conventional air of many kindergartens. It is true that out-door work may be made unbearable in many ways, but since we are learning to live more out-of-doors, since we have already accepted Nature's invitation, let us

accept her freedom also, and take time to breathe and to enjoy everything about us.

The ideal kindergarten will never be without color, within or without. Even if it is a winter kindergarten in a cold climate it will have beautifully colored evergreens and bright-berried shrubs and trees attractive in color and outline surrounding and within not a few geraniums and begonias only, but color and sunshine in plenty. The ideal kindergarten will have a summer session for the "stay-at-home" and for the very love of it the garden will be cared for, and the "stay-at-homes" will be the happiest people in the world. The time will come when people will realize the importance of selecting and preserving situations for school-houses and kindergartens that are naturally attractive, with water and woodland scenery and undulating ground. This will be costly but education ought to cost more than anything else!

The ideal garden surrounding a kindergarten will have means for shade and for sunshine, for sand-plays and for plays on the lawn, for out-door work of every possible kind, and flowers in abundance. For animal life we accept whatever enters into the garden life and learn from it, as we encourage birds and toads and butterflies and bees,—and many other natural occupants, but caged pets are not always as acceptable a lesson as some people think they ought to be.

So much for the idea and the ideal. A few practical hints such as are not readily found in any one volume and sometimes not in any, will be acceptable.

In a climate of winter snows, Autumn is the time to begin a garden. Then is the time to make the plan and first prepare the soil. Excavation and filling in may be necessary, or only clearing, dressing and spading. If your soil is very poor add well rotted stable dressing. If the soil is in fair condition use other fertilizers and escape so many weeds and insects.

In making your plans, remember that the lawn and trees and shrubs make the background for the flowers, and that the flower-beds running along the borders, filling in the nooks, (not intruding on the center of the lawn), should be arranged in pretty masses of color with suitable edgings.

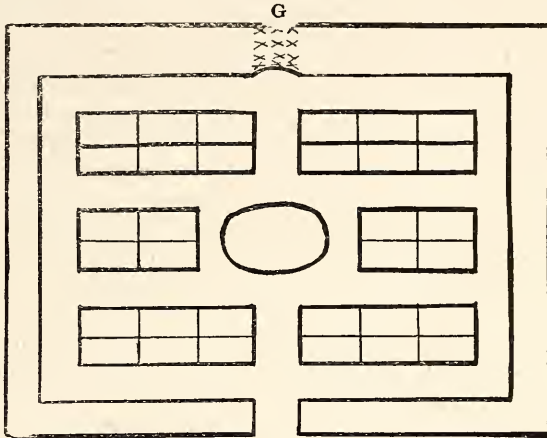
Then there is the fall planting which is very necessary, especially for the kind

en that will close in June. Plant poppy and other hardy annuals. Set out plants of foxglove, larkspur, sweet william, and any biennial or perennial plant, use many of these bloom early in the season, and perennials give a more permanent garden than do annuals. They are expensive when bought as plants, but if seed is sown early in the season in pots or small beds you will have good plants by September at small expense. Set tulip, scilla, crocus and other fall

the garden where the children can have free play, and at times be taught landscape plays. By landscape plays I mean the making of miniature landscapes with sand, stones, clay, water, grass and weeds or twigs, bricks, wooden blocks, or any other suitable material. It is a fine plan to let a group of children make a whole farm, each one making some special part of it. Toy animals might be used to make it realistic. When all is finished let the children keep their hands quiet while the kindergartner

Plan for a Kindergarten Garden

With 32 individual plots, and a flower border, centre bed, and garden seat.



G—garden seat

Entire garden—32 feet by 28 feet. Each individual plot—2 feet by 4 feet.

so that you may have plenty of flowers in the spring days.

When winter comes don't forsake the garden altogether, even in a cold and dry climate; be alert to enjoy every line of color, and every possibility that lies within the garden's limits. Sometimes we have a light fall of snow, and it is fun for children to dress warmly and have their games on the snow where every track is marked.

When you sow annuals in the spring select those that will give abundant color and bloom, as petunias, and nasturtiums.

It is well to have a few vegetables also, many children have never seen the development of food from seed. Lettuce sandwiches could be made for the mothers' picnic from lettuce sown by the children. In order to obtain it early, in a climate of frequent frosts, start seedlings in-doors in paper pots or eggshells and transplant to the garden when danger from frost is over. There should always be a sand-box in

tells a story. In order to arouse a keen interest in Nature, and a habit of observation it is well sometimes to tell the story of a fairy so tiny that she cannot be seen by children's eyes, yet she wanders over the farm and hears all sorts of sounds and sees all kinds of sights. Describe what she sees and hears,—as the hum of the bees, the brown toad in the garden, and the various animals on the farm. Describe these things but do not give the name. Let the children guess. This kind of story may be carried on indefinitely through many lessons.

The out-door work ought to prove a stimulus to the inventive power of the children. There is no end to the occupations and plays that may be carried on, and while it may be well to bring some of the indoor work out to the lawn, there is plenty of material at hand which is often more neglected than it should be.

As for the actual gardening that the children themselves may do, in many cases the planting of tulip bulbs or poppy seed in the

fall and the sowing of a few seeds in the spring is all that can be expected. They might plant an edging of sweet alyssum along the hardy border. Let them start a few plants in paper flower-pots and carry them home. The garden idea ought to be driven home as much as possible, and the mothers' meetings ought to serve as opportunities in this direction.

When the children go on walks teach them that instead of picking so many flowers it is sometimes better to take the little plant, root and all and give it a new home in the garden.

If you have opportunity to make a real garden for children where each child has a plot of his own, this is the way to do it. Make the plots not larger than 2 ft. x 4 ft. but do not make them all singly as they are so small. Arrange them so that the depth will be two feet, (for that is as far as the child can reach), and the length four feet. Make paths not less than two feet and not more than four feet wide. Make a border and a center for the garden so that it will not lack unity.

At each plot place a stick about one inch wide and a foot long. If you have prepared the ground for planting as you should, the stick is the only tool the child needs unless you wish to provide a kneemat on which he may rest his knees while planting, and a float or small flat board for pressing the ground over the seed. Mark on the stick the name of the child on whom the plot belongs. Let the children take their places at each plot, or let them play in the sand and come to the garden one at a time. Let the child make tiny drills with the stick. Let him plant the seed, covering it and pressing the ground firmly. He may be allowed to water it sometimes, but it may need more water than he can give it.

Let the child watch the growing plant and have him pull a few weeds and help to clean the paths, but do not expect that he is going to do it all, or even one half. Nasturtium seed are especially good for kindergarten work as they are large enough for the child to handle singly and plant far apart. Radishes develop quickly and may be gathered in a few weeks.

Study the special needs of your own work. Be alive to its opportunities. Do the little that you may do, and never forget the ideal.

THE FAIRY HORSES

A TALE FROM BOSNIA

RETOLD BY LOUISE SOUVAN

New York Herald

Once three brothers were living together who were very fond of one another. The two older ones thought the youngest brother was not so clever as themselves and indeed was rather foolish. But that did not matter, for he was a very modest lad, who never spoke without being asked, never contradicted and, in fact, was satisfied with everything. On account of these qualities the brothers called him Lola.

The brothers owned a big lawn in the wood, the hay of which was put up in a hayrick. One day they noticed that the hayrick was becoming smaller and smaller. They therefore agreed to keep a lookout for the thief, and the eldest began with the night watch. He dug a hole in the rich wood and hid himself in it and waited. At midnight the wood commenced to tinkle and the ground shook fiercely. The watchman once lost courage and took to his heels as fast as he could. The same thing happened to the second brother. So Lola offered to go out into the wood.

Toward evening he took a long rope and went to the lawn, crept into the hay and waited. Midnight came and the tumult began. Such a hubdub as it was, and such stamping that the whole earth trembled. Suddenly a snow white fairy horse jumped out of the wood. It had on a silk saddle cloth and a silk suit of men's clothes over it. Quietly the horse started to eat the hay. In the meantime the lad kept peeping out of his hiding place. Then suddenly he threw the rope around the horse's neck, and there it was caught in the snare. Quickly the lad hopped out of the hole, pacified the beautiful animal and hid it in a summer stable at his home. Then he immediately returned to the lawn and hardly reached there before the noise began again. This time a charming black horse galloped out of the wood. He wore a silver saddle, over which were thrown shining silk garments.

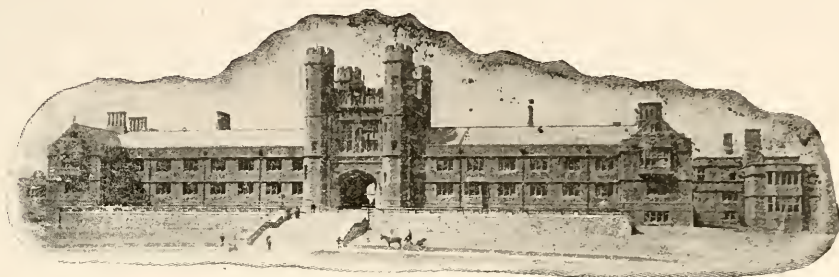
The lad proceeded as he had before and presently was able to lead this horse also to the stable.

A third time the lad went to the wood. Again there came sounds of clattering and snorting and again a magnificent horse

me out and began eating the new mown hay. His fur was reddish, and reddish was so the gold of his saddle, like the garments which it carried upon it. The lad captured the brown horse as he had the two other horses, mounted him and joyously rode home just as the sun was about to rise.

The same day the Emperor made known that he wanted to get his eldest daughter married, and he would give her to the hero

Emperor desired to give his second daughter to the cavalier who was able to take a ditch on horseback twenty yards wide. Lola decided to participate at this competition also. The brothers, when he made his purpose known, got quite angry and ordered him to stay at home, which of course, he had no intention of doing. Secretly he saddled his horse—the black one this time—put on the silver garments and rode to the grounds, where all things



UNIVERSITY HALL, WASHINGTON UNIVERSITY, ST. LOUIS

who could take on horseback a ditch ten yards long.

Although the two elder brothers had very good horses they yet were afraid to try such a long jump, but they decided to go to the competition as onlookers, just to see their friends and neighbors fall headlong into the ditch.

But how they laughed on hearing their Lola suggesting timidly that he would like to try his luck at the jumping! But Lola persisted. As soon as his brothers had done he put on the silk garments that had come with the fiery horse, bestrode the white horse and got to the palace just in time to see the competitors start to go over the ditch. Each one fell into the mud, and the Sultan and spectators laughed until they could laugh no more. Quite the last was Lola. He gave his horse the spur, and he flew over the ditch like a flint ball. All the spectators ceased to laugh when they saw that Lola had accomplished the feat, and the lad went to the Sultan and asked for the Princess' hand. The Sultan for sheer surprise, knew not what to say. Well, there is a mighty wide road between the promise and the keeping of it, and so the Sultan said he would give his daughter to the unknown suitor only when his second daughter had also found a husband, for they could marry together.

Next day the public crier announced "the

happened as the previous day. Again the Sultan found an excuse. When Lola as a reward for having jumped the second ditch asked for the hand of the second daughter the Sultan said that his youngest daughter must have a husband before he gave away the others, and only the hero who could take a ditch thirty yards wide should have his youngest child.

The third day the lad said nothing more to his brothers, but put on his gold garments, mounted the brown horse and also won the third princess.

The Sultan felt like the eel in a vise, but again he succeeded in his measures by saying that the two other suitors disappeared and that of course, without them there couldn't be any wedding. He would though, gladly welcome them as his son-in-laws if all would come swimming along in a boat on dry land. If not all was null and void.

The brothers also heard this news and said to one another: "Even if we don't win the Sultan's daughters we might yet build such a boat. It can't be difficult, and it is a useful and practical thing anyhow."

They built the boat at the edge of the road, and so everybody that passed asked, "What are you doing here?" Finally they grew tired of forever answering this question and replied, "It's none of your business."

The boat was soon finished, but no matter how and what they tried neither of them could move and much less would it swim on the lawn.

Then the youngest said he would build the boat, and although the others, who were in bad humor, gave no answer he started at once with the work. Again the people passed by and asked many questions but he did not lose patience and answered everybody indefatigably. One day a very old man passed by and said: "What are you doing here, brother?" Whereupon the lad explained to him what kind of a boat he was making. "That's easy enough," said the old man. "As soon as the boat is finished you just drive in an axe upside down and say, 'AJ dschende dschindscher,'



JAS. E. YEATMAN HIGH SCHOOL, ST. LOUIS

swim here and there!" If you want the boat to stop simply pull out the axe and it will stand still. Only do not forget to take in every one who asks for it and invite them to the wedding.

The lad obeyed the old man, and when the boat was finished he drove in the axe upside down and repeated the saying. Instantly the boat glided on as though carried by gentle waves. In turning about he noticed his brothers sadly looking after him. Immediately he pulled out the axe and the boat stopped at once. Then he fetched his brothers, for which they were very glad, and on they went, "AJ dschende dschindscher," when suddenly he noticed the three fairy horses put forth their heads longingly from their hiding places. So he waited until night and then he got the horses secretly upon the boat, so that they were not seen by his brothers. In the morning they proceeded on their way at last. Yet the merry voyage did not continue uninterruptedly, for at the edge of the road was lying a man who cried pitifully for food and asked to be taken in. The boat stopped, the man was taken aboard. Then again "AJ dschende dschindscher," and they went on. After a short while they

saw a mare in chains in the wood for whom the lad felt pity and so the mare was taken in, too.

Well, then, again: "AJ dschende dschindscher."

The Sultan greatly marvelled when he saw the boat sailing across the lawn. The lad, as soon as they came up to where the Sultan was standing, immediately asked if by this time he could have the princess.

"Certainly," answered the Sultan, and thought how he could get rid of this lad, who surely was the kind that when thrown in the sea comes out with a sack of sand. All of a sudden, though, he heard an awful wailing in the boat and asked inquisitively, "What's that?"

"A hungry man who never can be satisfied," replied the lad.

"Well," said the Emperor, "if this hungry man eats up bread enough to fill up my seventy ovens you may have my daughter."

The bread was brought, and overnight the hungry man had eaten up every bit of it and still lamented to be hungry.

This time the Emperor really thought he would have to give in, when suddenly the mare neighed with fearful vehemence. Delighted, the Emperor said: "You shall surely have my youngest daughter as soon as your mare eats ninety wagon loads of hay overnight."

Now, truly, this was an easy matter for the mare, not even a stalk was left over.

The good Emperor sat there like the frozen sun. While staring at the mare he heard upon the lawn below unusual neighing and tramping of horses. Three magnificent horses and upon each a fine lad, stood right under his window. All three resembled one another like eggs only the garments were different.

Just then the Empress put her head through the window and said: "If it was for the good what you did it's enough of it now, therefore, do give our daughters to these beautiful youths."

The Emperor pretended to yield to his wife and gave his daughters to the handsome lads. Each took his girl and put her and a sack of money upon his horse. Merrily they rode home singing and shouting. The elder brothers chose Lola as the head of the family as he had been the cause of so much luck. They lived long and in great happiness and harmony, and if you don't believe it, go and ask them.

ETHICAL LESSONS FROM FROEBEL'S MOTHER PLAY

THE KNIGHTS AND THE ILL-HUMORED CHILD

(A new translation by BERTHA JOHNSTON)

Kindness doth all good men attract,
Sullenness the good repels—a fact
We import for the child should early be in-
stilled,
That on foundations sure life's happiness he build.

CHILD'S SONG

O gallant knights come galloping gay
To the castle courtyard gray.
What would you have O riders fine?"
To see your dear little child we pine."
Oas, dear knights, so naughty is he
Would give you no pleasure the child to see—
Cross he is, making such a fuss,
The house is really too small for us."
Oas, you make us feel truly sad—
I had thought with a song to make him glad,
Towards another castle our way we wind,
I hope a good little child to find."

FROEBEL'S COMMENTARY

The attempt is often made to drive away sullenness, ill-humor and peevishness, particularly in little children, by making a noise or deafening din in their neighborhood; but, often as this is done, the object seldom attained. There is indeed a truth upon which the procedure is founded, but the failure to clearly recognize the same, and to strictly fulfill its demands appears to make the result often miscarry. Discontent, sullenness, ill-humor and peevishness in children have their cause frequently, (if not in bodily indisposition) in too active, one-sided emotions, which just because of their one-sidedness operate too violently upon him to be in condition to free himself from their fetters. Judicious thought and child-nurture must now come to the rescue of the poor child who is far from happy in his ill-humor. This is best accomplished by turning his glance quickly upon something else, something unexpected but which through its appearance fastens the attention; but here, it is by no means the noise or din accompanying the phenomenon which on the contrary only too often fragments the evil) but the surprise of it, its unexpectedness and above all its irresistibility; which counts. Thus, I have seen very excited children who would not allow themselves be calmed become at once quite composed and quieted in the evening by the unexpected view of the moon which was shown them as they were carried into another room. I have seen the same result

accomplished in the daytime by carrying the child unexpectedly to where he could see moving life, as for example the hens and chickens. But the unexpected removal of an object from view can also effect this for the child. Both experiences are here united in the little play and song which are again connected with the knights and the riders that so easily attract the child's attention and captivate him by their vigorous words.

For the rest, motto and play easily explain themselves as they plainly interpret the spirit of the same. The conclusion of the foregoing commentary finds here also an application.

SUPPLEMENTARY REMARKS

The picture which accompanies the above commentary shows the five knights turning sadly away as the mother stands at the side gate of the castle, her hand to her mouth, whispering the melancholy word that the child has been naughty. Like the preceding little finger play it is primarily intended as a song and play for very little children but like that one and like all of these Mother Plays its principles are fundamental to all child-nurture and apply to children of an older growth as well as to the little child on the mother's knee.

We give herewith some verses which may be used with either of the knight plays. We call it

BOBBY'S EXPERIENCE

Walking along by his fond mother's side
Bobby-boy pulled back then sat down and cried—
"I won't go with you without my reins—
I'm glad if my face is streaked with stains,
I don't love uncle, I don't love Nell—"
Oh, all that he said I will not tell.

"See," said his mother, stern, patient and sweet—
Bobby-boy glanced then across the street:
In the door of the engine-house, firemen two,
Frowned at the naughty boy's hullabaloo.

Quickly then Bobby-boy sprang to his feet—
Down fell his glance to the stones of the street,
Shamed to be acting in ungallant wise
Full in the view of a brave hero's eyes.

Bobby-boy next gave his proud head a toss—
Conquering his temper, he looked straight across
Touching his cap—and, the men, grave and mute
Quickly returned the small hero's salute.

PHYSICAL NURTURE

In our remarks upon this Mother Play we will dwell at some length upon a point which Froebel dismisses in a sentence; that

is, the fact which is recognized more and more each day, that bad temper, and wrong doing are frequently if not commonly associated with bodily ailments and physical defects. The man or woman who like Stevenson, looks upon life bravely and cheerily despite illness and pain, illustrates how the spirit may rise superior to matter, and make life sweet, make it victorious despite the hindrances of the flesh. But science has demonstrated and investigation proved that many a man, woman and child who is deficient and defective in mind and spirit may be restored to health of mind, body and soul by a surgical operation which removes certain pressure upon different parts of the brain.

What has this to do with the teacher in the schoolroom? It means that as far as possible she is to give the children in her care the most perfect conditions under which they study and recite. Many children appear dull, stupid and inattentive because they are defective as to hearing and do not know what is said and done in the classroom. It is tragic to think of the many little folk who have gone through school quite misunderstood and handicapped because of such difficulty; other children have defective eyesight and are unable to see what is written upon the blackboard. The teacher who once understands that there are such possibilities of bodily infirmity among her children will of course examine them for such deficiencies and place those affected where they can see and hear to best advantage. Recent investigations have shown that the care of the teeth upon which mastication depends (that first step in the digestive process) has an important bearing upon the general health of the child. Insufficient nourishment and malnutrition also play an important part in rendering the child incapable of taking advantage of educational opportunities. The child who goes to school hungry and cold cannot concentrate his mind on the problems of arithmetic and the history of the United States with the attention and interest of the well-nourished comfortably clothed child. Knowledge of these facts and study of the books in which they are expounded will help the teacher to better sympathize with and more wisely handle the children committed to her care.

In schoolrooms which are badly ventilated the children grow dull and inattentive

and this fact has been so fully demonstrated that in Boston and other places they are trying the experiment of having the classroom windows open even in winter weather when the children are obliged to wear their heavy wraps—and the results have been very satisfactory. Pure cold air is more hygienic than air that is warm, but ancient and second-hand, because of having been breathed in and out many times.

In the ordinary schoolroom it is advisable in winter to ventilate frequently, having the children go through vigorous physical exercise while the windows are open. Unfortunately in many supposedly up-to-date schoolhouses equipped with supposedly perfect ventilating apparatus the teacher is not permitted to open the windows and in those cases when the patent apparatus does not work both teacher and children are the victims of bad air.

In a school in Chicago a principal of experimental tendencies had equipped the rooms with climbing rods that occupied only a few feet of space and while some of the children were occupied with busy work others, four at a time, would quickly but quietly climb up the rods, slide down and again take their seats, having in a few minutes exercised vigorously and pleasantly every muscle of the body with complete change of thought. This shows what can be done even in crowded city schools.

What Froebel says in regard to over excitement of the feelings, the emotions, is true of the older as well as the youngest children. The thoughtful mother soon learns to know and interpret the child's cries, as well as his laughter and to recognize when he is approaching the point of fatigue. How often a babe is laughing and crowing in the greatest glee which how ever soon reaches a climax and changes to excited shrieks if not gently soothed and quieted before the extreme of violent emotion is reached. And so with boys and girls when they become too hilarious in their play. "Laugh before breakfast, you weep before night" is the old adage and over-excited nerves soon betray fatigue in peevishness and ill-humor. The mother and teacher should forestall this moment by guiding the child's interest to something quieting and reposeful. Soothing music where an instrument is available is one of the best means to this end as well as loving singing without instruments, but quiet

ames will also suffice. The kindergarten game known as the "Quiet Game" is an example in point. The children stand in a circle with one in the center. This one bows and beckons silently to one in the circle who in turn steps to the middle, the first one taking her place in the ring. The center one bows and beckons in turn to some other playmate and so on *ad infinitum*. It is interesting to observe the liking of the children for this extremely simple game and its quickly quieting effect. The kindergarten has at hand many such little games ready for an emergency. The finger plays are also available for this purpose and older children who would feel beneath them to use these little plays will learn them gladly if it be suggested that they in turn can then teach them to a younger brother or sister.

NURTURE OF THE MIND

Froebel dwells in this play with most emphasis upon the place of surprise in attracting and holding the child's attention. This is truly a most important psychological instrument in the hands of the educator. It is well for the young teacher to realize that it is not noise or violence that attracts and holds the child but intensity and impressiveness. The teacher best controls her class who uses a voice quiet, forceful and decided, but not necessarily one that is loud. Loud high tones react upon the child and his own voice becomes high, and sharp, expressing the excitement of his nerves.

If a class owing to peculiarly exciting conditions of the atmosphere or for any other reason have become boisterous and difficult to handle attention can be caught and held by placing before them something under cover and arousing their curiosity as to what is beneath. Curiosity, that first aid to discovery and investigation. If the lesson be one in history or geography a picture of some hero thus concealed, or of some mineral or plant representative of national resources and then described by the teacher, while the pupils try to guess the object will quiet them while at the same time it stimulates their interest and makes an impression of unusual intensity.

If the teacher has previously, unexpectedly withdrawn a map that has been hanging in the room or some plant or other more or less familiar object, and then has

the children answer questions concerning it, their attention will be held.

SOUL NURTURE

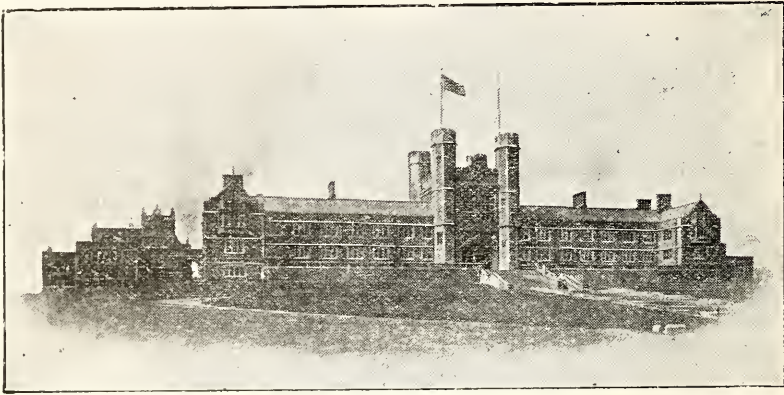
The song of the Naughty Child and the Knights is sometimes dramatized in kindergarten in connection with that of the Good Child but the negative side of life should not be dwelt upon with little children to any great extent, and in imitative or dramatic games if the bad is represented at all it should be only as incidental to that which is positive, that which makes for righteousness. In this little play the naughty child is conspicuous by his absence. We do not see him; we do see the knights riding sadly away. In the kindergarten when a child is disobedient or otherwise naughty, the usual punishment is separation from the little social body to which he belongs. He is sent away from the circle or from the table of playing children until such time as he is willing once more to be a happy, helpful member of the social whole. The ideal of social relationships is thus early inculcated.

With older children a discussion of punishments and of prisonment may be conducted by the teacher when the occasion seems timely. Why do we incarcerate men like Morse and others who by defalcation as bank presidents or cashiers break the law made for the good of all. It is not, in these days of psychological and physiological study done from revenge or desire to cruelly retaliate but because the men who prove themselves unfit members of society must be prevented from further injuring their fellowmen. Hundreds of people are ruined financially, poverty, hunger, crime and insanity follow in the wake of every bank or insurance failure and the men who are criminal must be put where they can no longer do wrong. Again, some distinction must be made between those who are law-abiding and helpful members of society and those who wrong society either by theft or murder or what is worse, by undermining the moral standards of the community. The injury done to society by men who bribe others to use false scales as in the sugar trust scandal or to tempt others to fraud as in the custom-house case, is incalculable. No chain is stronger than its weakest link; the nation that lasts must be founded upon integrity. For the sake of the youths grow-

ing to manhood who are soon to enter the business world the line must be strongly drawn between those who are strong in temptation and those who are so unpatriotic, so low in ideals, as to be false themselves and tempt others to be false. Such must be put away in the prisons until such time as they can return pledged to serve and not injure the social body.

What can school children do to keep the school standard high? How shall we show disapproval of those who lie, steal or in other ways undermine the school ideals? Which is the larger and more important social whole, the school or the fraternity? America was founded as a democracy. Which stands for that splendid ideal, the school or the sorority?

discussed and the usual school temptations and school opportunities made the occasion for ethical talks. We would here mention two very suggestive little pamphlets published by the Western Unitarian Association, 175 Dearborn street, Chicago, which teachers will find most helpful. One is by W. C. Gannett, called "In the Home, a Study of Duties," and taking up the duties relative to Father and Mother, Sister and Brother, Grandparents, Our Helper in the Kitchen, Dumb Animals as Members of the Household, The Family Friend, The Home Meal, In the Sick Room, etc. The other is called "Ethics of School Life" by Juniata Stafford, and discusses the various questions that come up relative to the child's duties as members of the school com-



WASHINGTON UNIVERSITY, ST. LOUIS

Earl Barnes some year ago made an interesting study by means of a questionnaire, of children's ideals. Read this and then question your children as to who are their heroes and help them to practice the virtues that they admire in them. This can be done in part by reference to the little Froebelian play of the Good and Bad child. The good are attracted toward the good, and are repelled by the bad. The teacher's opportunity lies often in judicious praise or blame. The child does not necessarily deserve praise because he is brighter or quicker than another; it is the effort put forth that counts. Kindness to old age, and to the weak, fidelity to duty, order and care of books should be commended at every opportunity. The child who is naturally untidy but makes an effort to be neat needs timely praise; the hot-tempered boy who controls himself upon provocation may be given the appreciative smile. The meanness of cheating may be impersonally

discussed and the usual school temptations and school opportunities made the occasion for ethical talks. We would here mention two very suggestive little pamphlets published by the Western Unitarian Association, 175 Dearborn street, Chicago, which teachers will find most helpful. One is by W. C. Gannett, called "In the Home, a Study of Duties," and taking up the duties relative to Father and Mother, Sister and Brother, Grandparents, Our Helper in the Kitchen, Dumb Animals as Members of the Household, The Family Friend, The Home Meal, In the Sick Room, etc. The other is called "Ethics of School Life" by Juniata Stafford, and discusses the various questions that come up relative to the child's duties as members of the school com-

A FEW WORDS ABOUT THE WIND SONG

It is customary in many kindergartens to center the thought in March around the wind as the point of departure. This has often been treated in the Kindergarten-Primary Magazine and we will dismiss it this year with but a few words. Froebel points out that the child learns by doing and that his first attempts are imitative, hence the imitative instinct is very deeply grounded in his nature. The wind is typical of an invisible power that man utilizes in many various ways. We give a more or less free translation of his play for the child.

Would my little darling learn
What makes the golden weathervane turn?
This way, that way, 'gainst the sky?
The varying wind doth blow and blow—
That makes the merry weathervane go
Up on the steeple high.
Baby can move his little hand
As if by the cooling wind 'tis fanned,
Try, my little one, try.

SUGGESTIONS FOR MARCH

LILEON CLAXTON

While March is the first month of spring there are so many more evidences of Winter that we will not try to force the idea of Spring. We will call attention to the awakening life as it shows itself but a little later there will be much better ground for the Spring talks. North wind, east wind, snow and ice are all about us. The blue bird has returned and possibly a few robins. The crocus pops out its head to greet St. Patrick and the daffodil appears. The sun is warmer. Still Winter is strong and unwilling to go. March is long, with no holiday to lend it charm, but it has its lessons which we must discover and give to the children.

We decided last month to have our horse shed in March if nothing prevented so we will have the blacksmith with his comfortable fires, big bellows and brawny arms for our "Helper" this month. On the way to his shop we will notice the changes in nature that are taking place. As the children watch the bellows they will again be impressed with the power of silent forces in the work based on the wind.

The subject of the blue bird is not handled extensively. Bird life is more evident later in the Spring and so we will not discuss it until that time.

The class rooms should gradually take on a new appearance. The Winter decorations should disappear. Things that have accumulated during the term may be removed. New objects of interest will be needed. The window boxes may be made a more active center of care on the part of the children. The trees in their bare state should be noticed several times this month.

FIRST AND SECOND WEEKS

Subjects for Morning Circles

Wind.

- (a) Weather vane.
- (b) Windmill.
- (c) Sail boat.
- (d) Clouds.

Stories

"The Minstrel's Song."—Mother Stories.—Lindsay.

"The Sun and the Wind."—For the Children's Hour.—Bailey-Lewis.

"Wishing Wishes."—More Mother Stories.—Lindsay.

"How West Wind Helped Dandelion."—In the Child's World.—Poulsso.

"The Wind's Work."—Mother Stories.—Lindsay.

Rhymes

"The Weather-Vane."—Mother Play.—Froebel, Blow Edition.

"Blow, Wind, Blow."—Mother Goose.

"White Sheep."—In the Story of Linda and the Lights, In the Child's World.—Poulsso.

"What the Winds Bring."—The Posy Ring.—Wiggin-Smith.

Songs

"The Wind."—Song Primer.—Bentley.

"Wind Song."—Mother Play.—Froebel, Blow Edition.

"The Weather Vane."—Mother Play.—Froebel, Blow Edition.

"The Daisy and the Wind."—Small Songs for Small Singers.—Neidlinger.

"The Trees."—Mother Play.—Froebel Blow Edition.

"The Wind-Mill."—Mother Play.—Froebel, Blow Edition.

"The Wind-Mill."—Songs for the Child's World.—Gaynor.

"The Trees."—Kindergarten Chimes.—Wiggin.

"Once I Got Into a Boat."—Song Primer.—Bentley.

"Baby's Boat."—Gaynor.

"The Moon Boat."—Songs for the Child's World.—Gaynor.

"Swing, Cradle, Swing."—Merry Songs and Games.

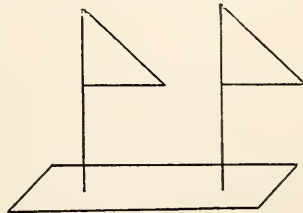
"Snow Clouds."—Song Stories.—Hill-Hill.

Games

"The Trees."—Mother Play.—Froebel, Blow Edition.

"The Weather-Vane."—Mother Play.—Froebel, Blow Edition.

Have child who represents the weather vane stand in center of ring on a chair



Sail boat, Second Gift box cover (see page 226)

with arm uplifted, hand flat and thumb extended pointing due east, west, north, or south. Have four groups of children in the proper positions in the room, representing the four winds. A fairy with her wand trips about and touches the wind that is to blow. The weather vane responds to the wind.

"The Sailors."—Song Echoes.—Jenks-Rust.

"Ship," 2nd verse.—Merry Songs and Games.—Hubbard.

"Ball—My Ball Lies in Its Little Bed."—Song and Games for Little Ones.—Walker-Jenks.

"Sense Game."—Game of the Senses, 4th verse.—Song Echoes.—Jenks-Rust.

Dramatizations

"The Wind-Mill."—For the Child's World.—Gaynor.

The stories told during the month.

Sailboats.

Flying kites.

Different winds.

Rhythms

Swaying trees.

Wind mill.

Weather vane.

Walks or Visits

Weather vane on school.

Flag on school to see the direction of the wind.

Weather vane in neighborhood.

Windmill.

Line of clothes blowing in the wind.

Playground with pin wheels and kites.

Playground to watch the clouds.

Some body of water to see the effect of wind on waves and boats.

Illustrative Material

Watch effect of wind from kindergarten windows.

Line of clothes.

Kites.

Weather vane.

Windmill.

Try sail boat and a real one if possible.

Clouds.

Pictures of the above named.

Gifts and Occupations

Tablets—

(a) Use circular and triangular tablets for wheel of a windmill.

(b) Use triangular tablets for a kite. Tablets and Sticks—

Sail boat.

Fifth Gift—

Mill.—Use wheel cut by children or a pinwheel made by the children.

(See illustration on preceding page.)

Second Gift, Sailboat.

Sail boat. Add paper sails made by cutting square folding paper on one of its diagonals.

Third and Fourth Gifts combined—

School house. Place a weather vane on top.

Cutting—

Pinwheel.

Wheel for wind mill.

Sail boat.

Clothes to pin on line.

Cutting-Pasting—

Kite.

Windmill.

Weather vane.

Sails for clay boat.

Drawing—

1. Illustrate story work.

2. Effects of wind, such as children loosening hats, trees bending, paper flying.

3. Sail boat on rough water and clouds in the sky.

Painting-Pasting—

Water with sail boats.

Clay—

Base of sail boat.

Stick sails in clay when it is soft.

Sand—

River with boats and bridge. On the hillside place a windmill and the school made by the children. Mount a weather vane on the school house and a flag on a tall flag pole.

Let the children make balloons by blowing up paper bags and tying them.

THIRD WEEK

Subjects for Morning Circles

1. Pussy Willow.

(a) Home.

(b) Appearance.

(c) Its message.

2. Blacksmith.

(a) Shop.

(b) Tools.

- (c) Duties.
(d) Strength.

3. Blue bird.

- (a) Color.
(b) Bravery.
(c) Builds no nest.

Stories

"Pussy Willow."—In the Child's World.—Poulsson.

"Spring and Her Helpers."—In the Child's World.—Poulsson.

"The Sleeping Princess, or Sleeping Beauty."—For the Children's Hour.—Bailey-Lewis.

"The Little Pine Tree Who Wished for New Leaves."—For the Children's Hour.—Bailey-Lewis.

"The Wonderful Secret."—Mother Goose Village.—Bingham.

"Nahum Prince."—In the Child's World.—Poulsson.

"The Story of Nehemiah."—For the Children's Hour.—Bailey-Lewis.

"The Village Blacksmith."—Omit the last verse.—Longfellow.

"The Stone in the Road."—For the Children's Hour.—Bailey-Lewis.

The Fire—Bringer—Adapted.—How to Tell Stories to Children.—Bryant.

Rhymes

"Spring." First two verses.—The Posy Ring.—Wiggin-Smith.

A Year's Wind Falls." Third verse. Rosetti.—The Posy Ring.—Wiggin-Smith.

"Once I saw a Little Bird."—Mother Goose.

Songs

"Queer Pussies."—Holiday Songs.—Poulsson.

"Welcome to Pussy Willow."—Song Echoes.—Jenks-Walker.

"The Blacksmith's Song."—Song Stories.—Hill-Hill.

"The Blacksmith."—Songs of the Child World.—Gaynor.

"The Blue Bird."—Small Songs for Small Singers.—Neidlinger.

"The Song of the Blue Bird."—Song Echoes.—Jenks-Walker.

"Spring Song."—Song Echoes.—Jenks-Walker.

"Who Taught the Bird."—Merry Songs and Games.—Hubbard.

Games

"The Blacksmith."—Songs and Games for Little Children.—Walker-Jenks.

"The Blacksmith."—Kindergarten Chimes.—Wiggin.

"The Little Pony."—Song Echoes.—Jenks-Rust.

"We Are Red Birds."—Songs for Little Children. Part II.—Smith.

"Sense Game. Hearing."—Songs for Little Children. Part II.—Smith.

Dramatizations

Story work.

Blue bird alone and in a flock.

Rhythms

Birds flying.

Birds hopping.

Birds picking up crumbs.

Walks or Visits

To the brook to gather pussy willows.

To the lawns to see pussies or other shrubbery.

Blacksmith shop.

If possible see an unshod colt.

Notice horses on the streets with large feet, small feet, heavy shoes, light shoes, etc.

Look for blue birds.

Illustrative Material

Pussy willows.

Horseshoe and horseshoe nails.

Anvil (toy).

Pictures of pussy willows, blacksmith, shop, bellows, hammer, fire, etc., blue birds, birds in snow.

Gifts and Occupations

Fifth Gift—

Blacksmith shop.

Objects in shop.

Fourth Gift—

Furnace.

Chimney.

Seat, etc.

Sticks—

Anvil.

Bare tree.

Drawing—

Pussy willows.

Blacksmith shop.

Horseshoe.

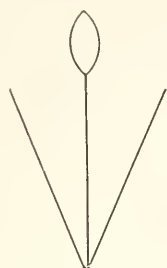
Hammer.

Anvil.
Wheels.
Blacksmith at work.
Horse.
Color stencil of blue bird.

Painting—

Pussy willow.
Stencil of blue bird.
Horseshoe.

Cutting—



Stencil of blue bird.
Horseshoe.
Hammer.
Anvil.

Sand—

Place blacksmith shop in sand tray. Tie horse outside of shop. Have a meadow nearby with horses running about. Use objects made by children as far as possible.

FOURTH WEEK

Subjects for Morning Circles

Early Spring flowers.

- (a) Crocus.
- (b) Hyacinth.
- (c) Tulip.
- (d) Hepatica.
- (e) Snow drop.

Stories

"The Meeting of the Winds."—In the Child's World.—Poulsson.

"A Surprise."—In the Child's World.—Poulsson.

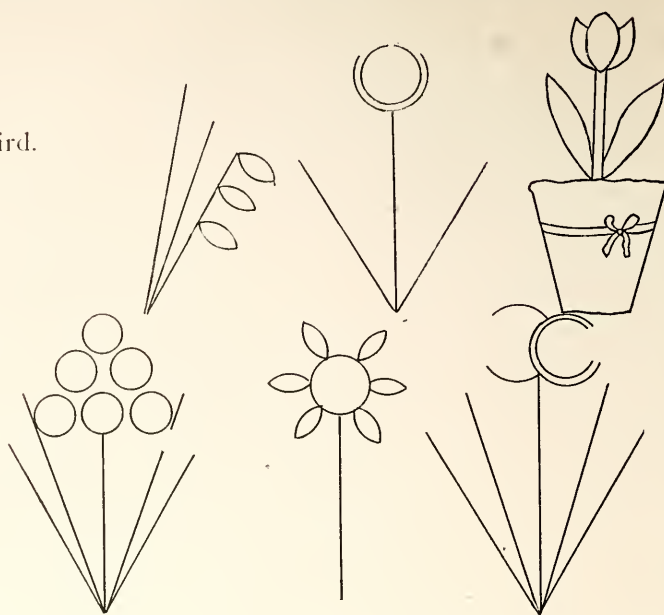
"The Little Brown Bowl."—For the Children's Hour.—Bailey-Lewis.

"The Legend of the Arbutus."—For the Children's Hour.—Bailey-Lewis.

"The Sleeping Princess."—Mother Goose Village.—Bingham.

Rhymes

"Nearly Ready."—The Posy Ring.—Wiggin-Smith.



"The Blue Bird."—The Posy Ring.—Wiggin-Smith.

"Violets."—The Posy Ring.—Wiggin-Smith.

Songs

"Waiting to Grow."—Song Echoes.—Jenks-Walker.

"The Tulips."—Song of the Child World.—Gaynor.

"Snow Drops and Violets."—Song Echoes.—Jenks-Walker.

"Spring Secrets."—Song Echoes.—Jenks-Walker.

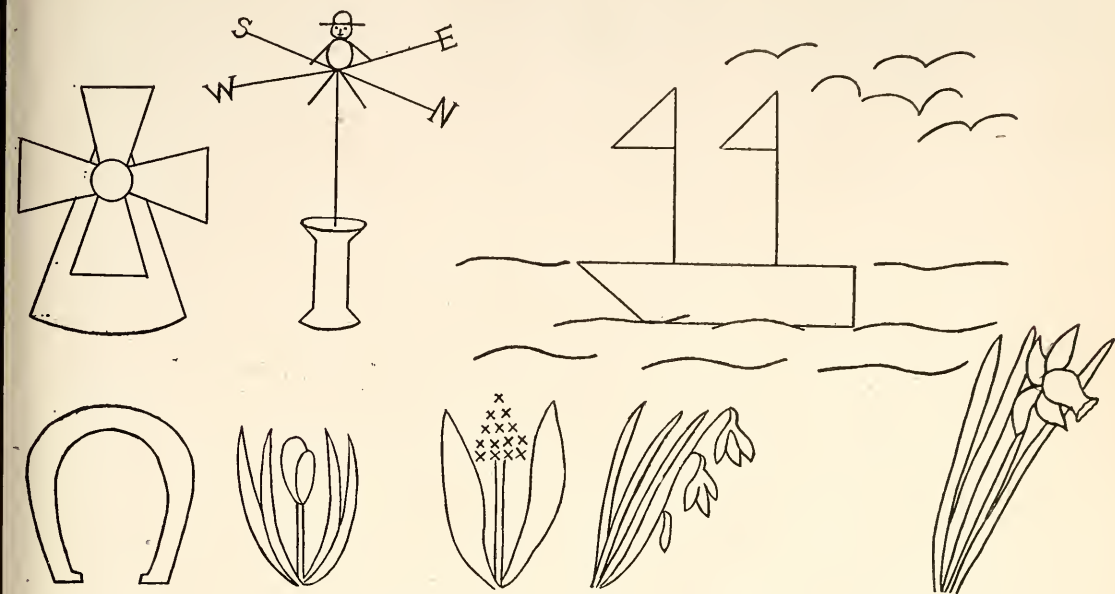
"The Plants Awakening."—Song Echoes.—Jenks-Walker.

Games

This is a time when the Winter game should be so well in hand that they are played in relation to each other. For instance a sleigh ride may be followed by a skate on the pond. Then a snow man made and a snow balling play indulged in. The beginnings of the Spring work are upon us so we wish to gradually drop the Winter games and have the Spring play take their place. We will now revert to the plays of Autumn when the flowers went to sleep, the leaves covered them, snow fell, north wind blew, children went sleighing and skating. Now a warm sunshine may melt the ice and snow, the spring flowers will waken and grow, just a very

new flowers as yet. A blue bird could fly about as well. So the change is made. Gradually more of the Spring and less of the Winter plays. If this transformation is gradual there will be a feeling for the relationships and fitness of things. The

Sticks, Rings, Half-Rings—
Tulips, daffodils, roses, etc.
Drawing—
Crocus.
Hyacinth.
Snowdrop.



unfolding of nature will appear through a different atmosphere.

Rhythms

Swaying flowers.
Nodding flowers.

Walks or Visits

School gardens indoors.
School gardens out of doors.
The florist.
The park.
Private gardens.
To the woods to find hepaticas, etc.

Illustrative Material

Spring flowers and bulbs.
Pictures of Spring flowers, gardens, gardener at work, children with flowers.

Gifts and Occupations

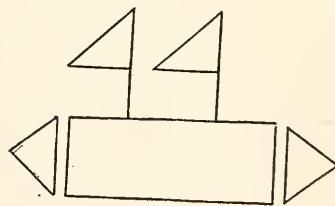
Sticks—

Combine sticks with seeds. Make flower borders. The lily of the valley, snow drop, hyacinth.

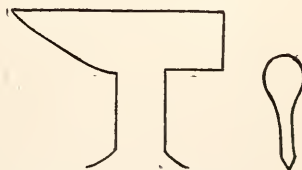
Sticks, Rings—

Combine with seeds and make daisies, etc.

Painting—
Crocus border.
Hyacinth in pot.

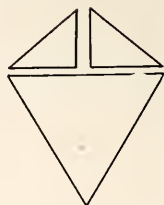


Tulip.
Daffodil.
Clay flower pot.



Drawing, Cutting, Pasting—

Tulip plant. Paste to slat to support stem. Put in a clay flower pot. Use one



made of a spool covered with crepe paper or clay pot.

Cutting—

Hyacinth.

Tulip.

Daffodil.

Objects made with tablets.

Fan of windmill.

Kite

Boat

Clay—

Flower pot.

Construction objects.

Windmill.

Weathervane.

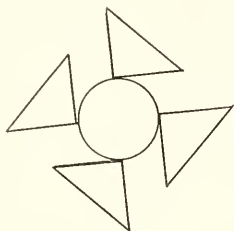
Pussy Willow

Water scene.

Anvil.

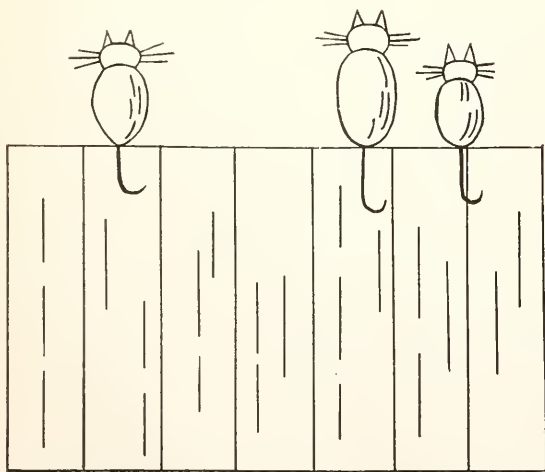
Horseshoe

Nail.



Sand—

Represent garden plots with early spring flowers in borders or clusters.



LINCOLN'S RULES FOR LIVING

Do not worry, eat three square meals a day, say your prayers, be courteous to your creditors, keep your digestion good, steer clear of biliousness, exercise, go slow and go easy. Maybe there are other things that your special case requires to make you happy, but, my friend, these, I reckon, will give you a good lift.—Abraham Lincoln.

EVOLUTION OF THE APPLE

Apples are new in the economy of the world's use and taste. At the beginning of the last century few varieties were known, and we can go back in history to a time when all apples were little, sour and puckery—crab apples and nothing else. The crab apple was and is in its wildness nothing but a rosebush. Away back in time the wild rose, with its pretty blossoms that turn to little red balls, apple flavored, and the thorny crab had the same grandmother.

A man has invented a clock that needs to be wound but once in 10,000 years. Unfortunately, however, one is apt to forget in that time where he put the key.

A WINDY DAY

BY GRACE MAY NORTH

Whew-oo! Whew-oo!

The wild wind blew and the little hail
 balls of ice rattled on the roof and rapped
 the window for the month was October.

Whew-oo! Whew-oo! ,

How the wild wind blew and whistled
 round the corners of an old rambling
 farmhouse, and how the blinds rattled and
 creaked, and how the four little children up
 Dearie Grandma's room huddled and
 cuddled up close to Dearie Grandma.

Whew-oo! Whew-oo!

The wild wind blew through the road-
 side trees, and the red and yellow leaves
 whirled and swirled all about the lawn.

Whew-oo! Whew-oo!

Out into the orchard the wild wind blew
 and down fell the apples, the red, ripe
 apples.

Whew-oo! Out into the hickory wood
 the wild wind blew, and rattle, rattle, rattle
 the brown nuts fell.

Whew-oo! Then back around the house
 the wild wind blew and whistled down
 Dearie Grandma's chimney. And Dearie
 Grandma said to the four little children:
 "Why you dear little cuddle huddle, what
 big, round eyes you've got!"

And little Marjorie Jean said: "I most
 wish my Pussy Cats were here this very
 minute."

And Dearie Grandma laughed: "Why
 little Marjorie Jean, those little Kitty Cats
 will not be blown away. They're all curled
 asleep on the hay, I've no doubt."

Whew-oo! Whew-oo! The wild wind
 blew.

"Someone comes to visit us this month—
 guess who!" said Dearie Grandma.

"Is it a relation?" asked little Polly.

"No!" said Dearie Grandma.

"Is it someone we like?" asked little
 Billy.

"Yes, indeed!" said Dearie Grandma.
 "You little children like him well enough,
 though he pinches your noses and pinches
 your toes."

"Oh, I know! I know!" cried little
 Marjorie Jean. "It's Jack Frost!"

And Dearie Grandma nodded.

"Oh ho!" cried little Billy "I'll tell you
 about Jack Frost." Whereupon little
 Billy stood upon the hearth-rug, and mak-
 ing a deep bow said:

"Jack Frost comes so stilly at dark o' the night.
 He paints the leaves red and the window-panes
 white,

For he's a magician! But oh! best of all
 He shucks the brown nuts, you can just see them
 fall!

But so can the squirrel with his beady black eyes.
 Jack Frost cannot take those furfolk by surprise.
 They hustle and rustle in leaves dry and brown.
 One darts up a tree with a nut and darts down,
 For he has a home in the hollow up there
 The nuts he is storing for winter with care."

Then little Billy made a bow and how
 the little children laughed and clapped their
 hands so gaily.

And just that very moment—"Oh!
 What was that?" cried little Marjorie Jean,
 for rap-rap-rap—someone was knocking on
 Dearie Grandma's door.

"Perhaps it's Jack Frost! Come in!"
 laughed Dearie Grandma, and who do you
 suppose came in? Not Jack Frost, of
 course not,—but merry Uncle David and
 cheerily he called: "Who wants to race
 the noisy old wind?"

"I do!" cried little Marjorie Jean.

"I do!" cried little Billy.

"I do!" cried little Polly.

"Me too!" cried very little Dicky.

"Not I!" laughed Dearie Grandma.

And just that very moment Whew-oo!
 Whew-oo! The noisy wild blew and down
 the wide stairway the merry children
 scampered, gaily calling: "Goodby, Dearie
 Grandma!" Then into the cloak room the
 little children pounced, and in just half a
 twinkling, on went coats and cloaks, on
 went rubber boots, on went caps and hoods
 and out into the garden ran the merry chil-
 dren for the hail had gone away.

Whew-oo! Whew-oo! The wild wind
 blew and it whirled the little children so
 that they all caught hold of Uncle David.
 And then came a lull.

"Run! Run for the little wood!" cried
 merry Uncle David, and he caught up little
 Dicky. Then away into the fields the little
 children raced, but the wild wind caught
 them right out in the meadow. Whew-oo!
 It tried to pull their caps off, but it didn't,
 because it couldn't, so it just blew the little
 children right over to the woods. Whew-oo!
 The wild wind whistled and the wild wind
 blew through the tree tops, and the
 branches lashed and crashed. "But you
 can't get us, you noisy old wind!" shouted
 the little children. And just that very
 moment "Hi Yi!" shouted little Billy.

"You can't guess what I've found!" And what do you suppose little Billy had found? Why, a fat, brown nut! And all around on the ground were fat, brown other nuts. And then, what do you suppose Uncle David dragged right out of a brush heap? Baskets and bags!

"Whoever could have hid them," asked little Marjorie Jean.

"A Elfin maybe!" said very little Dickie.

"A long legged Elfin then," laughed Uncle David. "Now hurry and scurry and pick up the nuts."

And how those little children did hurry and scurry and how those little nuts did tumble into bags and rattle into baskets. Whew-oo! Whew-oo! Shrieked the wind way up among the tree tops. Then Uncle David sang to a merry made-up tune:

"Here come the nuts in a rattling shower!
Pick them up for a merry hour.
When we have filled each basket and bag;
We'll have as many as we can drag!"

Now wasn't that a jolly time the little children had while the wild wind whistled and the wild wind blew, Whew-oo! Whew-oo!"

NOTE—In telling this story to children imitate the moaning and whistling of the wind.

A happy man or woman is a better thing to find than a five-pound note. He or she is a radiating focus of good will; and their entrance into a room is as though another candle had been lighted. We need not care whether they could prove the forty-seventh proposition; they do a better thing than that, they practically demonstrate the great Theorem of the Livableness of Life.—Robert Louis Stevenson.

Forty-Eighth Annual Convention of the National Education Association at Boston, Mass., July 2 to 8, 1910

ACKNOWLEDGMENT

Our thanks are due to Mr. Flewellyn Saunders, Secretary and General Manager of the Business Men's League of St. Louis, for many illustrations which appear in this issue of the Magazine.

Also to Jennie C. Taylor.

News Notes

NOTE—All Kindergartners are cordially invited to send items of interest for this column.

Savannah, Ga.—Miss Evelyn Crowley, a student in Miss Cora Webb Peet's Kindergarten Normal School, is doing practice work here in Miss Page's private school for girls.

Orange, N. J.—At the regular monthly meeting of the Kindergarten Association of the Oranges, held Jan. 21st, Mr. Edward F. Biglow, from

Arcadia, L. I., spoke on the subject of "National Study."

The annual meeting of the department of superintendence N. E. A., which will be held at Indianapolis, Ind., March 1, 2, 3, 4, promises to be the best in the history of the association. It will help a one in any way interested in education.

New York—Miss Cora Webb Peet, who conducts a Training school for kindergartners in Elm Orange, N. J., will deliver a lecture entitled "The Real Kindergarten" before the Kraus Alumni association on March 12, 1910, at the Hotel St. Reno, N. Y.

New York—Thirty new kindergarten teachers will be added to the teaching force of the New York public school system, which is most encouraging news and means that more and more educational value of this kind of training for little children is being appreciated.

New York—Miss Mary Moore Orr, of Brooklyn, N. Y., gave a lecture, "Reminiscences of the Froebelian Country," for the benefit of the Manhattan Day Nursery at Teacher's College on February 19, 1910. Miss Orr has made a special tour through Germany, visiting the places of interest in connection with Froebel's work and brought back with her some very interesting lantern slides which she used to illustrate her lecture.

New York—Miss Susan E. Blow is delivering a course of lectures on "The Value of Lives and Why They are Valuable" as presented by Froebel in the Education of Man, under the auspices of the New York Kindergarten Association. The lectures began Feb. 7th and will be given each successive Monday until April 11th, at the Association building, 524 W. Forty-Second street.

The annual meeting of the Chicago Free Kindergarten Alumnae Club was held Feb. 16 at Armour Kindergarten, Thirty-third street at Armour avenue. The business meeting closed 3:30 p. m., when the regular program was taken up. Dr. Caroline Hedger talked on "Social Hygiene." Discussion by Misses Throop and Green followed. Closed with rhythmic work by children from classes for the deaf in Chicago Normal School. A very enjoyable affair throughout.

Chicago — Free Kindergarten Association Training School. At the Alumnae meeting the following officers were elected. President, May Hill, Vice-President, Jessie Cantwell, Recording Secretary, Kate Guest, Corresponding Secretary, Donna Shehan, Treasurer, Janet Tullman.

Indianapolis—Teacher's College. The mid-winter commencement exercises were held at the college the afternoon of February 10. Professor George H. Taft of Wabash College has just completed an interesting series of lectures on "The Progress of Education" given before the student body of the College. The mid-winter class opened with a good attendance.

Indianapolis—Two new free Kindergartens have recently been opened here under the auspices of the Free Kindergarten and Children's Aid Societies.

Indianapolis—Jacob Riis, the eminent Sociologist, gave an interesting lecture in Indianapolis under the auspices of the Commercial Club, in which he dwelt upon the benefits of the Kindergarten in the slums of New York.

Washington—Columbia Kindergarten Training School. The Sigma Beta Phi, of the Columbia Kindergarten Training School of Washington, D. C., gave an entertainment in honor of Washington's birthday.

A new building consisting of class rooms and gymnasium was opened this autumn. Was dedicated to Bishop Harding, Bishop of Washington.



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Books Received

"Questions in School Hygiene." by Prof. Guy Montrose Whipple. Although devised originally for the work of classes in school hygiene in colleges and normal schools, this book, at the suggestion of Mrs. Henry Redmond, of Corpus Christi, Texas, has been arranged with particular reference to use by societies of teachers, child-study clubs, and other organizations that wish to give serious consideration to the highly important problems connected with the health of the child at school. Cloth, 60 cents; paper, 30 cents, post-paid. C. W. Bardeen & Co., Syracuse, N. Y.

"The Attic Guest," by Robert E. Knowles, author of "The Web of Time," "St. Cuthbert's," etc. American and Scottish reviewers unite in proclaiming this author "the Ian Maclaren of Canada." His new story is a decided departure from his previous work. It purports to be the chronicles of a light-hearted, Southern society girl. Her contact with the simple, rugged, God-fearing folk of the author's Northern parish brings forth the best that Knowles has yet produced, excelling even "St. Cuthbert's" in its pathos and humor and insight. Price, \$1.20 net. Fleming H. Revell Company, New York and Chicago.

"Talks on Drawing, Painting, Making and Decorating for Primary Teachers," by Lou Eleanor Colby. A new book for primary and kindergarten teachers, and for mothers, who wish to encourage, develop, and direct for purposeful ends the natural tendency of children to express themselves by drawing and by making from simple materials. A non-technical book written in simple and vivacious style by a resourceful and successful teacher and director of Drawing and Elementary Manual Art. (Formerly Assistant Supervisor at Detroit and St. Louis.)

"The Library and School," by Claude G. Leland, Helen Louise Dickey, Emma Mont McRae, S. T. Dial, U. J. Hoffman, Homer H. Seerley, C. P. Cary, J. W. Olsen. This book deals in a practical way with the advantages of the library to the school, giving interesting instruction relative to correlation and some of the results accomplished in New York, Chicago and many points in Indiana, Minnesota and other states. It contains valuable suggestions, which should be interesting to every teacher. Price not given. Harper & Brothers, New York.

THE RIVERSIDE

EDUCATIONAL MONOGRAPHS

For Teachers, School Officials, Parents and all others interested in Education

Editor, HENRY SUZZALLO

Professor of Philosophy of Education, Teachers College, Columbia University, New York.

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Education. An essay, and other selections. By Ralph Waldo Emerson.

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Education For Efficiency and The Definition of the Cultivated Man. Charles W. Eliot, President of Harvard University (Emeritus).

Moral Principles in Education. By John Dewey, Professor of Philosophy, Columbia University.

ADMINISTRATION AND SUPERVISION OF SCHOOLS.

Changing Conceptions of Education. E. P. Cubberley, Professor of Education, Leland Stanford, Jr., University.

METHODS OF STUDY.

Self-Cultivation in English. By George Herbert Palmer, Professor of Philosophy, Harvard University.

Ethical and Mental Instruction in Schools. By George Herbert Palmer.

Teaching Children To Study. By Lida Earhart, Instructor in Elementary Education, Teachers College, Columbia University (Double Number). Price, 60 cents.

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 8. Folk Lore of the South. Uncle Remus. The Written and Unwritten Folk Tales of the Negro. Literary Meaning. Works of Joel Chandler Harris.
- How to Tell a Story: Psychological Principles and Spiritual Equipment.

EDITORIAL FROM "EDUCATION" BOSTON, FEBRUARY, 1906.

A course of lectures unique in material and scope, as compared with the traditional "talks to teachers" with which all are familiar, is that of five lectures begun by Mr. Richard T. Wyche, and to be continued through January by the Baltimore teachers. It is distinctly a course in story-telling, and with lecture and conference will include fairy and folk tales, and develop the stories of Siegfried, King Arthur, Ulysses, Beowulf, and selected Bible stories. The telling of stories—stories that have an historical and cultural significance—is an art of which every teacher should be possessed, and not elementary grade teachers alone, but those of the high school as well. The dramatic sense is strong in children, and particularly at the beginning of the adolescent period. In all historical studies, and those in which the evolution of civilizing forces and conditions are prominent, there is a constant need that teachers, particularly of the high schools, be able to give the human perspective, the race setting, the genetic view. The teaching of history, of literature, of art, of invention, who has the power of graphic presentation and dramatic setting, equipped as most teachers unfortunately are not. Baltimore is to be congratulated.

Books Received

"The Religion of the Future," by Charles W. Eliot. Price, 50 cents net. Frederick A. Stokes Company, New York.

"Studies in Character Building," by Mrs. E. E. Kellogg. Especially helpful to parents in the work of training their children. 360 pages, artistic binding, gold title. Price \$1.00. Good Health Publishing Co., Battle Creek, Mich.

"Kindergarten Songs and Descriptive Melodies," music by Helen M. Hitte, words by Perl A. Minick. A selection of seventeen songs with music. Suitable for seasons of the year, holidays, etc. Price 60 cents. A. W. Perry & Sons' Music Co., Sedalia, Mo.

"Biennial Report of the Superintendent of Public Instruction of Kentucky for the Two Years Ending June 30, 1909." A very comprehensive volume of nearly 200 pages relating to educational interests in Kentucky, by John Grant Crabbe, Superintendent of Public Instruction.

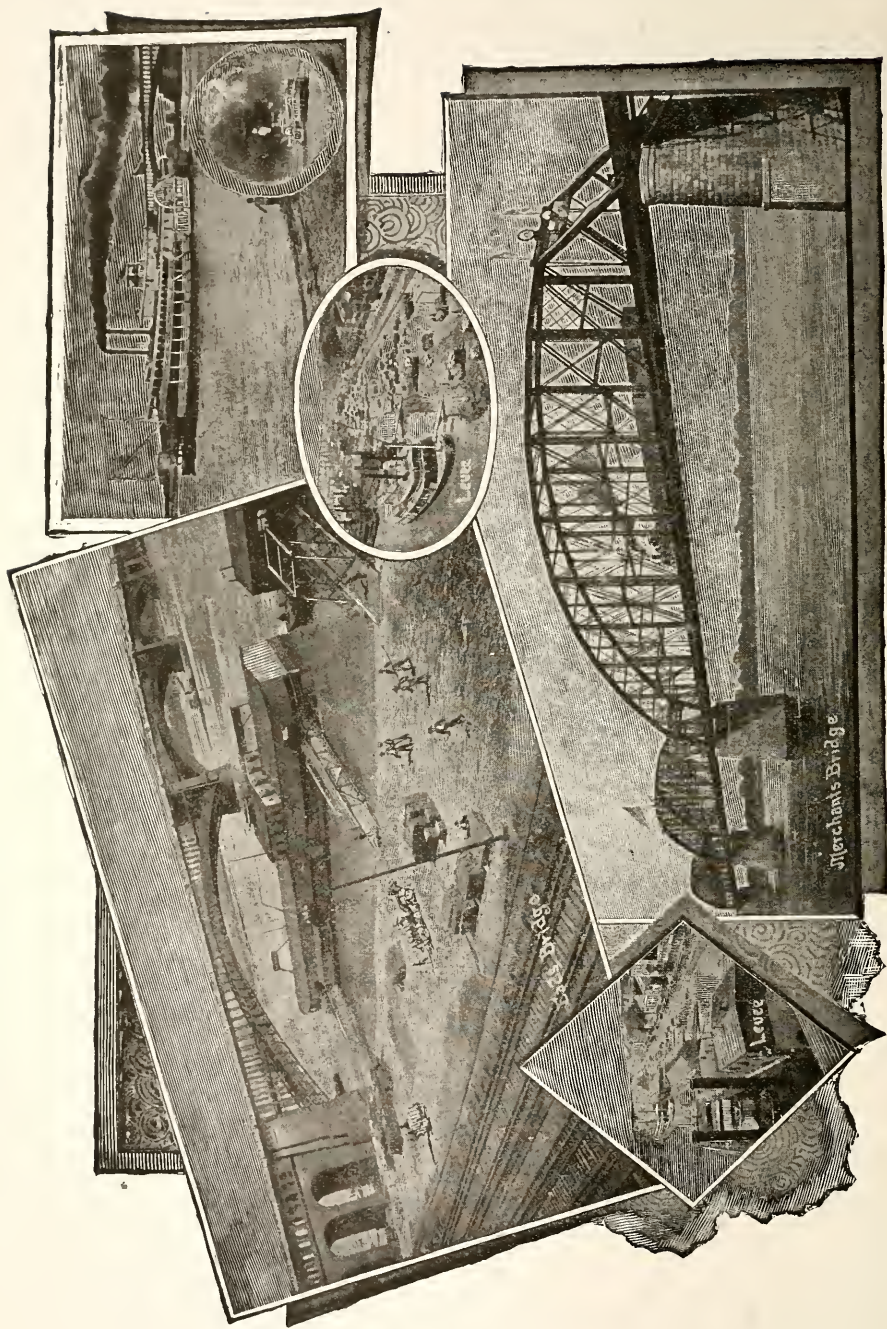
"A Wierd Harvest." Studies in home and child life by the late Mrs. S. M. I. Henery, for many years a purity worker and an evangelist of the W. C. T. U. This book sums up her best and most mature ideas concerning child culture. 250 pages. Illustrated. Price \$1.50. Good Health Publishing Co., Battle Creek, Mich.

"The Library and the School," by Claude G. Le'and Helene Louise Dickey, Emma Mont McRae, S. T. Dial, U. J. Hoffman, Homer H. Seerley, C. P. Cary, J. W. Olsen. As the title indicates, this book is devoted to information along the line of correlating the school with the library, and is well worth the attention of every teacher. Harper & Brothers, New York.

"Stories and Story-Telling in Moral and Religious Education," by Edward Porter St. John, A. M., Ph. D., professor of Pedagogy in the Hartford School of Religious Pedagogy. A few of the topics discussed are "What a Story Really is," "Characteristics of Good Stories," "Tricks of the Story-Teller's Trade," "Learning To Tell a Story," "Story-Interests of Childhood," "How to Use Stories," etc. Price 60 cents. The Pilgrim Press, Boston.

"The House of the Heart and Other Plays For Children" by Constance D'Arcy Mackay. Each of these one-act plays contains a distinct lesson, whether of courage, gentle manners, or contentment. The settings are simple, and the costumes within the compass of the school-room. Full directions for costumes, scene setting, and dramatic action are given with each play. All of them have stood the test of actual production. Price \$1.00 net. Henry Holt & Company, New York.

Orange, N. J.—Dr. Edward F. Bigelow, president of the Agassiz association, and editor of St. Nicholas, gave an interesting lecture on "True Nature Study" before the members of the Kindergarten Union of the Oranges on Thursday, Jan. 21, 1910. Dr. Bigelow's home is at "Arcadia," Sound Beach, Conn., and during the month of July a "Summer School" is held where nature students have the use of Dr. Bigelow's laboratory and living specimens with the guidance of competent teachers.



LEYEE AND RIVER VIEWS,—ST. LOUIS

The Kindergarten-Primary Magazine

VOL. XXIII—APRIL, 1910—NO. 8

IMPORTANT

NOTWITHSTANDING the fact that we have requested that all subscriptions and advertising communications be sent to the business office at Manistee, Mich., we are frequently delayed by the sending of business details to the editorial office. Please send all editorial matter, except late news items, to the New York office, and all business letters to the Manistee office.

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The Kindergarten-Primary Magazine

Dedicated to the Child and to the Unity of Educational Theory and Practice from the Kindergarten Through the University.

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Notice of Expiration is sent, but it is assumed that a change of the subscription is desired until notice of discontinuance is received. When sending notice of change of address, both the old and new addresses must be given.

Remittances should be sent by draft, Express Order or Money Order, payable to The Kindergarten Magazine Company. If a local check is sent, it must include 10c exchange.

EDITORIAL NOTES ON IMPORTANT NEW BOOKS

DR. E. LYLE EARLE

We have received from Mrs. Harrison of the Kindergarten College another real contribution to kindergarten literature.

"Misunderstood Children," from the press of the Chicago College, is a series of biographies of the moods and tenses of interesting and misunderstood children. It has a quality to be able to feel with a little child, to appreciate the little big things in his big little life, and as a source to begin to give him some estimate of worth as a standard for his conduct and relations to others. It is not so much a lack of pedagogical insight as of ethical sympathy which makes many kindergartners and others err in their relations with little children. Mrs.

Harrison has selected type characters and type situations in life big with important meanings to teachers and parents alike.

We need more books that deal with the concrete and contain at least in germ the most valuable principles of education. We are selecting one or two of the characteristic stories to arouse the interest of our readers and to urge on them the necessity of adding this new book to their library.

FOREWORD

Of the three great World Disciplines, Religion, Philosophy and Psychology, the last named is much the latest and the least understood. Men have struggled with the conception of God from the earliest dawn of consciousness. The rudest, most uncivilized savages have some form of worship for the unseen power that is greater than man; and it is an interesting study to trace the slow but steady growth of the God-idea from the fetish worship of the early race to the conception of God as advanced by the Christian church of today. We need but to look back to the Egyptian ideas of the gods, or even to the conception of God as held by the Middle Ages, to realize how this great World-Discipline has advanced and enlarged man's conception of Divine Power. Philosophy also has taken enormous strides since the days of old Thales of Miletus, who six hundred years before the Christian era declared the essence of all things to be water. He was the greatest of philosophic thinkers in his day. We smile now at the childishness of this effort to define the essential unity of Nature.

And yet the day is not far distant when mankind will read with incredulity of the idea of man which has been held in the past and is still held by many unthinking or prejudiced people of today. Psychology, the latest of the all-embracing Disciplines of the mind of man, is, in its way, doing as much to clarify and enlarge our ideas of man as Religion and Philosophy have done in the matter of giving us better and more exalted ideas of God and Nature.

Which one of us is it who does not feel that he or she possesses unused ability that might have developed into real talent, sometimes almost into "genius" if it had been given a chance. It is for the sake of these "might-bes" in each human soul that I plead for a better and more sympathetic understanding of children. No inheritance of money or of social position, so fiercely striven after by so many parents, can compare with the gift of a free and fully developed childhood.

That this gift may be within the reach of all earnest-thinking parents is what makes the practical results already attained by Psychology so important. What may yet be attained is beyond our present power to imagine.

Our best schools have already been transformed by the placing of the study of children's instincts and interests upon a scientific basis. The sulky child, the moody child, the quick-tempered child, the restless child, the slow child, are no longer considered an affliction sent by the Lord, nor is the boy who steals and the girl who lies regarded as specimens of original sin. The inheritance of the child is, if possible, ascertained, his environment is studied, as it is now a well-established fact that these play an important part in his makeup and must be taken into account in the treatment of the case if any permanent good is to be accomplished.

It is also now an accepted scientific fact that the child's bodily condition reacts upon his mental condition. A physically uncomfortable child cannot learn as readily as a child whose physical organs are in right working condition. Hence underfed and ill-kept children are fed and given a bath in our best schools, the seats and desks in the schoolroom are adjusted to their heights, the windows are arranged so that the light will not irritate the eyes, and proper ventilation of the school room is sought, in order that each child may get the maximum of good out of his school life.

Psychology has also taught us of the reaction of mind upon body. An unhappy child cannot digest his food as well as a child who is in a cheerful mood, nor can he study as well. Hence, the rod has vanished and the ferrule is hidden, and that still worse instrument of torture—sarcasm—is disappearing. An atmosphere of sunshine and cheerfulness is demanded in order that a child may be kept in good physical condition. I know of some wise mothers who so fully understand this interaction of body and mind that they never permit the mealtime to be taken for scolding or criticism. In fact, some of them save up the funny story or interesting incident until the meal-time so that the table hour becomes the happiest hour in their children's day. And it is well worth the effort, for happiness is as necessary for normal, wholesome growth in childhood as sunshine is necessary for the right growth of plant. The fact that too much excitement or too great fatigue causes blood-poison is another of the important facts which a scientific study of children has established. Much more could be said upon this subject, but this is not the time nor the place for it.

The great science of Psychology has not only thrown much light upon this reaction of body and mind, but in its deeper, more profound unfolding shows us the laws by which mental and spiritual growth can best be developed. For example—we know now that a child is only in the serene, contented condition of mind which best promotes inner growth when he is following a rational line of conduct—rational as far as he can comprehend it. The child who is left too long to his own government becomes capricious, fretful and unhappy. Most of the obstinacy manifested by children is due to the caprice of those in control of them. The child does not see the rationality of the command. To him it is the parent's or teacher's individual will pitted against his individual will, and the instinct of freedom in him rises up to resist as surely as certain gases rise to the surface when other gases are added to a chemical combination. It may not be your fault that you sud-

denly find yourself in conflict with an obstinate child, but it is somebody's fault that he has not learned the impersonal justice that lies in every rational command to the extent that he has been able to grasp it. What I mean is that arguing with an obstinate child never helps him. What he needs, in most cases, is to be given the rational grounds for a command calmly and in an impersonal way, and then be given time and quiet in which to conquer himself. If the command is of such a nature that he cannot grasp the rationality of it, or if he is in such a condition that he will not accept it, then, of course, authority must be used. Too much license is as bad for a child as is too much control. The former develops weakness of purpose and waywardness that unfits him for personal comradeship and co-operation in the world's work; the latter suppresses him and hinders the growth of that originality by means of which he can best add to the higher enrichment of mankind. The one is as bad as the other. The right understanding of the development of the will from mere desire to rational choice helps us to avoid the Scylla of undue authority on the one hand and the Charybdis of undue license on the other hand.

Perhaps an anecdote will best illustrate this important point in child-training:

The story was told me by a young Englishman who was visiting for the first time his brother in Chicago, who had married an American woman, well versed in the psychology of the kindergarten. "The first evening after my arrival," said he, "my little niece of six was vexed by some trifle, and thereupon she set up a lusty bawl. My sister-in-law said, without the slightest tone of disturbance in her voice, 'Charlotte, your noise is disturbing the rest of us. You must either stop bawling or go upstairs to the nursery where you can be by yourself.' The child continued to bawl," added the young man, "and much to my amazement my sister-in-law quietly took out her watch and said: 'I will give you just two minutes in which to decide whether you will cease bawling and remain with us, or go up to the nursery.' 'She stood perfectly still,' he continued, laughingly, 'holding her watch in her hand. At the end of the two minutes she said: 'Your two minutes are up; you have made your choice,' and with a slight wave of her hand she pointed to the door. The youngster deliberately turned round and walked out of the room and up the stairs towards the nursery, still bawling. I turned in my astonishment to my sister-in-law and said, 'How in the world did you make her do it?' She answered, 'My kindergarten training taught me to treat my children as rational beings with wills that must be respected as well as trained. I gave her her choice. She went upstairs of her own free will to the nursery and yet she obeyed the laws of social consideration. Therefore, because she does not feel that she has been unjustly treated, she will the sooner conquer herself and come back. And sure enough, in less than ten minutes, back came the little miss, as sweet and gracious as if nothing had happened.' He had told this story in great glee, but when ended his mood changed and, in a serious tone, he added, 'If that is the way all American mothers teach their children self-control, your republican government is on a sure foundation.'

SAMMIE'S PRAYER

She was a good woman—that aunt of his. That is, she tried to do her duty, and she was very fond

a small three-year-old nephew who was the bit of sunshine and joy in the sad home of her mother and her old father. She always kept the little fellow in spotlessly clean clothing and was anxious to see that his food was well cooked and of the right sort. Also, that he went to bed early and had plenty of sleep. But sometimes she was lacking in that virtue beyond all other virtues in mothering of the child—far more needed by her young souls than clean bodies and wholesome food and abundant sleep—namely, the power to understand. Who has not erred in this respect? Many were the lessons which the child unobtrusively taught her. For she was a sensitive person herself, and struggled hard to take a mother's part in the life of the child. Being a spinster, she did not know how many times even mothers in this same way by lack of sympathetic person of how a child may look at a situation.

One bright spring morning she was hurrying to her sweeping that she might get the home cleaner and get off for some church work she had agreed to do. They were old-fashioned people whose floors were covered with thick ingrained stains which yielded up a heap of fluff and dust, no matter how often they are swept. She had just brushed the fluff to the edge of the dustpan when—suddenly she swung the side door and in rushed the little nephew, and with him in whirled a gale of dust. The dust and fluff went swirling and whirling all over the room. She looked up, but did not see the glad light in the boy's eyes and did not hear the anticipation of sympathy that rang in his joyful voice as he cried:

"Auntie, just come out here and see the flowers that have come up! They are going to have a party, I think."

As I said before, she was in a hurry and was anxious to get through her morning work and to hurry on her church errand. So she only answered in an annoyed tone: "Dear! dear! Sammie! See what you have done! Go out and shut that door!" The boy looked disappointed, but he was an obedient child, so he stepped out on the side porch and gently shut the door. Somehow the day did look quite so bright with no one to share with him his new and rich discovery of unexpected and, oh, marvelous new blossoms on the primrose stems. But he waited a long, long time alone on the porch; at least, it seemed to him a long, long

time in the meanwhile hastily re-swept the room and never a thought of the little boy waiting out there. She merely added a trifle of nervous haste to her work, so as to make up for the lost time. Then more she collected the buff and dust into a heap and was stooping to sweep it into the dustpan when the door cautiously opened a little and the obedient child's face appeared in the space, with words: "Aren't you 'most ready now?" But on the opening of the door in came the spring breeze again. And again off whirled and danced the buff and dust! She was angry now. True, she had not thought to explain to him why she had the door kept shut, nor had she assured him that she would let him know when he might go out. But she did not stop to think of this. She had disobeyed her intentions.

She ought to have understood. She would be obliged to sweep the room all over again! And she would be late for her church calls! The little innocent eyes were looking up at her. He became tired of waiting and he simply was angry if she could not come and share his new discovery. He had never swept a room, so he had not

noticed that the dust had been scattered by the wind. Just a word of explanation would have made him go off happily to some new activity to await her coming. But no. She was in a hurry, and that room must be swept all over again! It was too provoking! With resentment tingling in her tone she sharply exclaimed:

"Sammie, go out of this room immediately! And shut that door! You are a naughty, naughty boy!"

The door closed with a bang! A moment more a chair was overthrown on the porch. The boy in his turn was now angry. She bit her lip and once more began the resweeping of the room. Bang! Bang! went two more chairs on the porch floor. As I have said, she was a good woman and she was conscientious about the child. She must not let him give way to his temper. He must learn to control it. Now came a kick against the door. This was too much! She could not have him act that way toward her. It was not treating her with proper respect. She stopped sweeping, leaned the broom against a chair, and, going to the porch door, opened it and in a tone of angry command said: "Sammie, you are a naughty boy! Come with me! I shall have to shut you up until you can be good!" He straightened himself up and gave a kick at a flower-pot which stood near by. (I have, myself, felt the relief of overstrained nerves which came from slamming a door or throwing a collar on the floor. Haven't you?)

"There you are again," she cried; "you nearly knocked that flower-pot off the porch! Come here, you naughty boy!" She took hold of his hand and led him into an adjoining bedroom. "There!" she said, sternly; "you must stay in this room until you can promise me that you will be a good boy. You have been very naughty, and Auntie doesn't love you." With that she went out and shut the door behind her.

Instantly the overwrought nerves of the child, assisted by his wounded pride and violated sense of justice, found vent in a series of screams accompanied by furious kicking on the door. With the turning of the knob he could have opened it. But the bond between him and his much loved aunt was still strong enough for her word to mean law to him. The kicking and screaming soon subsided into long, heartbreaking sobs. And in justice to her I must say that the aunt outside the door was as unhappy as the sobbing boy inside the bedroom. But she went on sweeping with a flushed face and painfully compressed lips. Now that she was "in for it" she must "stick it out," she said to herself. The boy's temper must be conquered. All thoughts of the church errand were banished now. She was a good woman and she knew that bringing the child back to a harmonious relation with herself was the paramount duty of that morning. All things else were as naught compared with that.

Soon the deep, heavy sobs ceased, and her tenderly alert ear could hear the catching of the breath that comes after a passionate outburst. She hoped he would promise to be good, for she had told him that he would have to stay imprisoned until he was ready to make a promise to do better. How could she take the cessation of sobs for repentance?

He must say he would be good. So she nervously dusted and set in order the room, lingering now here and now there, so as to be ready to open the door as soon as the boy should confess his naughtiness. Her heart was aching now and it was hard work to keep back the tears. What would a real mother do? Would his own mother

have punished him so? A choking lump came into her throat; still, she could not allow him to fly into such tempests. He must learn to control himself. And so reasoning the pros and cons of the case, with her heart all the time crying out for the boy, she loitered in the room.

At last a weak, tired little voice with the sobs still echoing in it called through the door: "I will be good, Auntie"—a sob—"I will be good." A sob—but stifled now. Instantly the door was opened and in a moment more the child was nestling in his foster mother's arms. And she was whispering in his ear: "Auntie is so glad to have her boy back again. She was so sorry to have to punish him." The child made no reply, but clung closer to her; his lip still trembled; the sobs, coming now and then as she rocked him to and fro, grew fainter and fainter; the loving arms that were clasped around her neck gently relaxed their hold, and soon the quiet, peaceful breathing told that the child, exhausted by his emotions, was asleep. Nature had come to his rescue and was undoing the mischief done by the poisoning of his blood with the violent excitement of the previous hour. Gently the aunt laid the limp little body on a cot, and, bending over him, she tenderly kissed the tear-stained face. For, as I have said before, she was a good woman and she dearly loved the child.

When he awoke an hour afterward, refreshed and renewed by his nap, all traces of the storm had passed away, and the two spent a happy day together.

That evening when the little white-robed form, kneeling before her with his face buried in her lap, had finished "Now I lay me down to sleep," she leaned over and said: "Doesn't my little boy want to ask God to help him to keep from being naughty any more?"

The small head bowed a little lower. The child's body trembled slightly, but he remained silent.

The aunt waited. She must help him to confess his sin. He had acted wrongly and he must ask God to forgive him. This would help to impress the lesson on him.

Blind soul! She knew not what she was doing! She waited. Still the little figure kneeled before her, with his face hidden in his hands and buried on her lap. She gently laid her hand upon his head, and, bending lower, whispered: "Can't my darling ask God to help him to be a good boy?"

Again a tremor passed over him. Then in a low, timid voice he said: "Please, God, make Sammie to be a good boy." Then, as if the flood of recollection of the morning were too much for him, he added in a tone that rang with the intensity of his petition: "And, O God, please don't let Aunt Betty speak that way to me any more!"

The scales fell from her eyes. And with the tears streaming down her cheeks she picked him up, and as she kissed him again and again she told him that she would ask God that night to help her to be hereafter a good aunt and to refrain from ever speaking crossly to him again.

Do you wonder, my reader, that alone in my room that night I prayed: "O God, O God, help me never again to cause one of Thy little ones to stumble and fall?"

EDITORIAL NOTE ON COMMISSIONER BROWN'S TRIBUTE TO THE LATE DR. HARRIS

The Kindergarten Magazine takes great pleasure in printing Commissioner Brown's tribute to Dr. Harris. Dr. Harris was one of the most loyal friends of the Kindergarten Union in America, a true believer in Froebel's revelation of the little child. The insight he had into child life and the fidelity with which he persisted in his belief have won for him an immortal place among the true lovers of childhood.

The Kindergarten Magazine is particularly happy in being able to print Commissioner Brown's tribute, as we feel editorially we cannot say anything which can surpass the deep affection and sincere appreciation that Commissioner Brown beautifully brings to do homage to Dr. Harris' memory. We need more fearless men and consistent workers in the great cause of children's rights. Dr. Brown personally is a worthy successor in this field of the late United States Commissioner.

DR. E. LYELL EARLE.

COMMISSIONER BROWN'S TRIBUTE TO DR. HARRIS

We pay, in this service, the last rites of affection and honor to one who was the acknowledged leader of public school education in the United States. If we can forecast the estimates of future historians, we may believe that he belongs to the history of his country and to the larger history of human enlightenment. At such a time the sorrow of personal loss is over-shadowed by the solemnity which attends the close of a great career.

We think of the days to come in which that leader will not meet with us, familiarly; in which we shall often miss him with a sudden pang. And we know that in those days we shall see the man become an historic character, with mellow tradition gathering like autumn haze about him, with his strength disentangled from common individual circumstances and entering more and more into the wide sweep of that influence which makes human good.

We shall say to the younger men who are coming on. "Yes, we knew him. He spoke with us thus and so. He was different from other men in this trait and in that, in motions, habit and the words that he employed." Then we shall recall the time when some sharp discussion roused him from the calm of academic exposition and became in a moment transformed into the powerful debater, with twenty centuries of philosophy thought at his command.

Those who were of his earlier acquaintance will dwell upon his days at St. Louis, when it was given to him as a schoolmaster and superintendent of schools to make of that town in the new west one of the known centers for the cultivation

profound and recondite philosophy. It was an achievement which was not forgotten in the year 1904, when the Congress of Arts and Science brought together in St. Louis one of the most distinguished assemblages of scholars that have been convened in modern times. But a greater thing at his service in public education helped to bring about is the widely shared conviction among all people that the little schools and the largest ones belong together and are not to be put under.

Many a time in the coming years we shall talk over these things as we meet together, here and there, with a feeling that we, too, have acquainted ourselves with the giants of an earlier day; with a feeling, too, that there is still going forward in our civilization a trend, a consecration, a devotion to high thought regardless of its price, which carries lineaments laid upon it by this one man, our associate and friend.

Most of all, a friend. He was a maker of friends on his own high levels; not by crowds, but by ones and twos, continually, till they numbered a great company. One time when I went to see him in his own home I found him deeply engaged with a young colored man, a teacher in the common schools. To this man as to any other who came to him for help in the study of deep subjects, he gave himself unsparingly. Another time I recall, many years earlier, when, in a strange town, he agreed to meet at the luncheon hour a group of teachers and principals of the common schools. Misled by suggestions ignorantly or carelessly given, he came to the meeting place long after the appointed time, so long that many another would have given over and attempted to reach it. Then, finding the guests still awaiting him, in spite of weariness and discomfort, he gave himself to their company with an almost boyish friendliness and frankness that saved the day for his hosts and made it memorable for all who were gathered there.

Friend of common men and friend of God, there was something religious in his brotherliness, even on the days when he was farthest removed from communion with historic religion. As he went on with his life of reflection and research, both the institutions and the central teachings of Christianity appealed to him with increasing force. He joined freely with his fellow men in common worship, and came more deeply absorbed in the writings of our Christian fathers.

Our friend, revered and beloved in this life, we look upon him now as entered into new fellowship with the church universal, while on our part we burn him with the sense of unspeakable loss.

The Forty Eighth Annual Convention of the National Education Association to be held at Boston July 2-8, will come to our city with an invitation for the Educational Institutions, State Officers, etc., of Massachusetts. Reduced rates have been secured, affecting a large territory and further negotiations are pending.

The advance program of the seven-eighth Annual Convention of the International Kindergarten Union at St. Louis, April 23-29, will be found elsewhere in this issue. Everything indicates that this meeting will be one of the best ever held.

ETHICAL LESSONS FROM FROEBEL'S MOTHER PLAY

(A new translation by BERTHA JOHNSTON.)

THE LITTLE FISH

How quick is caught the child's rapt gaze,
Where active life its charm displays.
Where bright and pure its atmosphere
His heart's joy bubbles sweet and clear.
The mother will in him these feelings e'er
treasure.
That the fresh, bright and pure may e'er give him
pleasure.

* * * * *

RHYME FOR THE CHILD

Merrily swimming, now high and now low,
Swift through the brooklet the little fish go.
So quickly they dart, now crooked, now straight,
Wherever they're bound for they'll never be late.

FROEBEL'S COMMENTARY

The child sits either on the mother's lap, her left arm gently embracing him, or he sits before her on the table; the mother's hands, in horizontal position, slightly parallel, are turned outward, away from her, the fingers moving independently of each other, now extended, now bent, in a movement in imitation of swimming. Thus, as to externals, the little play is before us.

Birds and fish, fish and birds—these it is that alike ever rejoice the heart of the child. Why? They appear to move independently, at least in unhindered freedom, each in its native element, and this has for the child unutterable worth and charm. Serenity and freedom, purity and unhindered self-activity, these are the fundamentals of that vital air in which the child feels happy; in which he grows vigorously, and joyously unfolds. And yet nothing pleases the child more than to seize the bird, and to catch the fish; is there not a contradiction here? No, mother, it seems not so to me; in the bird, it is its joyous flight which your child desires, and in the fish it is its happy swimming, thinking thus to appropriate to himself their free and happy self-activity, their self-determination in the pure and bright element. Behold, mother! it is this which causes your child so much delight in the seizure, the capture of the bird and the fish. But the seizure, the capture of the external is of no avail, however often it is accomplished. Freedom must be won from within; from within alone, will that purity and serenity be won, to move within which, gives the child so much pleasure. If you seek,

mother, to bring this to your child, though at first it be but in its faintest fore-shadowings you lay the foundations therewith forever, of the inward tranquility of your children, as of their true enjoyment of life. For this purpose, take advantage of your child's early delight in the pure, the clean, in happy activity and joyous motion.

"Brother, catch for me one of the little fish that swims so merrily in the brook, now here, now there, now crooked, now straight, and which is so fascinating in all its movements. Ah, if I could only swim as it does, circle and turn, creep and crouch, dart forward, then so quickly escape, and so easily hide myself! How I would tease you, little brother! Brother, do catch me a little fish." "There, little sister, is one for you, but hold it fast so that it does not slip away." "But, brother, it doesn't move itself any more, it stays stretched out straight, and yet it lives still, for it gasps yet. I will lay it on the grass, surely it will move itself gaily again there; but there, too, it lies stretched out. Where did it get its merry motion?" "Do you not know then, sister?"

In his own pure element
Swims the little fish, content.
He is happy only here—
In the water pure and clear.

Here he's all activity
Gliding, darting, turning free.
Crooked, straight—a pretty sight,
Using all God's gifts aright.

Crooked and straight! how important is the distinction, mother, throughout the entire life of the child so dear to you: "That man is straight," "a straight bargain," "a straight character," "he walks a straight path," "his judgment is straight," "his word is straight;" who is not benefited, even though it be but a child, by these words? But, "his ways are crooked," "don't use crooked means," "I do not like anything crooked;" whose serenity does this not cloud? Important, then, is it for your child, that he early learn to distinguish straight from crooked. This seems, too, to have floated before the mind of the artist when he sketched his drawings—straight and crooked swim the fishes, straight and crooked flows the water, straight and crooked grows the tree, and up the straight slender calla the snake winds himself uneasily. If you have then early made the child sensible of the distinction between

straight and crooked, between the uncomfortableness aroused by the sense of something crooked and the happiness by sense of the straight, in life and conduct in thought and speech, then rectitude all that goes with it will be expressed in his dealings, and in freedom and happiness freely and joyously, by the right use of the right place of his versatile, unfolded powers like the little fish in the brook will exercise his productive and creative powers happily.

SUPPLEMENTARY REMARKS

We have selected this particular Mother's Play for our April topic because the winter begins to break up, the rains to fall, the ponds become alive with the young frog and toad and lizard and other forms of water creatures and in school and kindergarten water, its various manifestations and uses, and the life that it maintains likely to be the point of departure for study and observation. Also, its underlying thought follows naturally, that of the preceding commentary.

The picture referred to by Froebel in his commentary shows a winding, narrow rushing brooklet, with low waterfall, whose foot is a pool in which stands a child bending over to catch the fish for which the little sister pleads. She kneels upon the mossy bank, her hand raised in disappointment and surprise for before her a little fish lies stretched out straight and inactive; dead. In the pool we see a few fish in life, some straight and curved. Several trees stand with straight, erect, smooth, trunks contrasting with one in the foreground that bends and crooks in many curving lines. A tall slender calla frames in the left side with a tiny snake winding around its straight stem. The landscape in the background, with the brook and trees is exceedingly poetic and charming. A drawing at the top of the picture indicates the position of the fingers in the little play.

It is noteworthy and interesting, however, from the slightest hint from Mother's Nature, Froebel will evolve a Norwegian lesson of the highest significance for a school of mothers. Even though the inner meaning which he attributes to a given phase of life, may seem to some far-fetched, nevertheless the truth which he arrives at and states, is undeniable and if laid to heart

by the wise mother cannot fail to help her child to more truly know himself and all life. Only she must be indeed wise to know **when** and **how** to present the subtle suggestion which will so enrich the child's future.

PHYSICAL AND MENTAL NURTURE

For the older children, as for the younger children it is desirable not to lay too much stress upon the strictly scientific aspect of fish life but to endeavor to feed the child's sense of the wonder, the beauty, the subtlety of life, to nurture in him a delight in seeing and feeling the joy of the bird, the fish, in life and activity, but without insisting on holding in his hands that which withers at a touch. Talk with him about the beauties of color, the gold and silvery sheen of the darting fish in the Park basins, the glories of the speckled trout, the red of the salmon and the red snapper, the rainbow tints seen in the aquariums. Observe the fish in action; how they rise and sink, the flexibility of the delicate bodies, the moving fins that serve as balance, the tail that forms the rudder; the beautiful way in which the scales overlap like tiles upon a roof. How wonderfully the fish is adapted for life in its native element, water! Can it live in water that is not clean and pure? What happens if withdrawn from the water? Are there creatures that can live both in water and on land? What about man? What about his native element? Does he require a pure, clean environment? Speak of recent discoveries concerning tuberculosis and its cure by living and sleeping in open air. Can we work well in rooms whose air has been breathed again and again without ventilation? No, man too grows weak and dull and finally loses all power of action if deprived of air which cleans and refreshes his blood. As the fish needs pure, clean water so he needs pure, clean air and clean water also. Speak of the beautiful interaction between plant and animal life such that if a goldfish tank be supplied with the proper amount of growing plant life the vegetable growth assimilates what the animals throw off, and **vice versa**, maintaining a perfect balance so that it is not necessary to renew the water for many months—but this holds good only when the balance is quite perfect.

How do the fish swim? What swift, curving, darting movements! straight, crooked, crooked, straight as Froebel indicates! Is there a child who does not envy them the power of quick, gliding, free motion? Man too, can learn to swim, and it is well for all boys and girls to learn this useful accomplishment. Tell of the United States navy which recently became aware that a large proportion of its men did not know how to swim and the government therefore planned to give them training in this important art while the vessels were in Cuban waters. This would be an excellent time for the teacher to give some simple instructions in the principles of correct swimming and let the children practice the movements in a general way in class, giving lessons, also in first aid to the drowning. Even those who are themselves good swimmers do not always know how to rescue and hold a drowning person or how to restore them when safely brought ashore. A few such lessons might very well replace for a time the regular gymnastics in the schoolroom or in the gymnasium. In taking their usual breathing exercises the children could be told that everything which helped expand and strengthen the lungs would be so much in the favor of the child when he came to learn swimming. This would give an added element of interest to those exercises. In observing the swimming and floating of the fish the wide-awake boys will doubtless give information concerning the various sub-marine vessels which are modelled more or less after the forms suggested by water-life. Through use of his brain and hands man can, with the machines he invents, approximate if not actually improve upon the joyous freedom and self-activity of all the lower forms of life.

GAMES

A fish game, modified after the caterpillar game may be used with younger children, the children forming in line, one touching another to make the fish, with its flexible body. Let two in the middle raise their arms to form the fins, while others near the front and rear extend theirs to form the side fins and two may form the tail. Let this active fish move and curve and turn about, now in pursuit of another child who represents its prey; now

straightening out in rest. Other children may play throw it something to eat. We offer also the following:

FINGER AND ARM PLAY

1. Here go some children to play in the brook—
2. Here are the rocks which they climb o'er to look
3. Down in the water where fish gaily swim.
4. Crooked and straight, so clean and so trim.
5. The basket this is, in which Ned tried to catch them.
6. This is the way in which Nell tried to snatch them.
7. This shows just how the fish scurried away, Liking rather with fish than with children to play.

NOTE—1. Five fingers of right hand move in imitation of walking.

2. Left hand held vertical; fingers forming ledge of rocks up which fingers of right hand climb.

3. Fingers of both hands join to form pool.

4. Fingers curve and stretch to imitate fish.

5. Fingers interlace to form basket.

6. Arm and hand movement imitating effort to snatch fish.

7. Fingers of one hand pushed between fingers of other, as of fish just escaping capture.

NURTURE OF THE SOUL

The thought that from within only can true freedom be won may be at first difficult for the children to grasp. They may be led to perceive something of its purport by reference to the desire of many to own an automobile, a yacht, to be rich, because then, they think they can be free—free to roam the world, free to do as they please. But are they really free? No, rarely so except as in the case of a Ruskin or men of similar spirit who have achieved the inner freedom. Without this those who possess all that apparently makes life desirable are the slaves of convention, of false ambitions, of Mrs. Grundy's point of view. They may grasp material wealth but miss entirely the capacity to appreciate, to enjoy those things which give real pleasure, and ever increasing delight. The automobile may soon become a tiresome toy; the man who can speed in it over the country roads all too often has no power to enjoy the beauty of glen and woodland, of bird and blossom, of rock and cloud and blue of sky. If, however, he is able to perceive and enjoy the wealth of nature, or the rich opportunities offered by the galleries, the libraries, the parks of the city then his possession of the yacht or touring car enriches his life to the degree that he is able to cover space intelligently and with the spirit of the free-man. Alexander wept because there were no more worlds to conquer; had he con-

quered the world that lay inside his own bosom he would have found the key to joys that have no limit because the spirit of man, the possibilities of man are illimitable.

The statement of Froebel that it is the flight of the bird, the activity of the fish—that is, the life, the spirit, which charms the child and for which he longs, is tallied in an interesting paragraph in that story of perennial interest, "Jane Eyre." In his moment of intense passion and temptation Rochester has seized the frail indomitable little governess in his desire to win her to his will. She feels the importance of the moment and that in **her will**, her decision expressed through the eye, alone rests his safety and her own. Almost shaking he in his stormy grasp he realizes his impotency, and after a few almost savage sentences says "Conqueror I might be of the house, but the inmate would escape to heaven before I could call myself possessor of its frail dwelling-place. And it is your spirit—with will and energy, and virtue and purity—that I want: not alone your brittle frame."

Does not the above match exactly with the thought of Froebel, the great observer of childhood? Does it not show how true one is all life and that the same law runs through and holds together the experience of child and adult, young and old?

Froebel points out that it is only when in its proper environment that the fish, the bird is truly natural and happy and at its best. Here again we find how profound is his thought. Having once achieved inner freedom, man, so universal are his qualities, can control and make his own spiritual environment. The cultured man, the true lover of human-kind, can find himself at home in any country—the real missionary the man of spiritual insight can adapt himself to life in any region and find friends and lovers. Though foes may bend his body and enclose him with iron bars, the man of principle and truth yet sings as does Lovelace

"Strong walls do not a prison make
Nor iron bars a cage
Minds innocent and quiet take
That for a hermitage."

But the child or man who satisfies himself with grasping the external, who indulges in the luxuries of the moment, and

loses himself in the enjoyment of the senses cannot attain to that self-mastery and peace of mind as described by Wotton

"Lord of himself, though not of lands,
And, having nothing, yet hath all."

A pedagogic lesson of some value we may draw from this thought that normal, happy, useful life depends upon the right environment. We each one emanate an atmosphere which affects those whom we meet. Some radiate sunshine wherever they go, some disseminate gloom, and yet such is the peculiar quality of personality that he who affects some persons in a happy way may prove distinctly uncongenial to others and completely "shut them up" as we say. This is well brought out in Charlotte Bronte's great story above referred to, "Jane Eyre," in the character of St. John, in whose presence Jane loses all sense of freedom, and feels herself to be constrained, unnatural and never at her best. Teachers should bear this psychological fact in mind and study to put themselves in such relation to their pupils as to bring out the best in each one, to help him to feel quite free and natural when with the teacher. In one city experiment was tried of sending boys who seemed incorrigible in one school and with one set of teachers, to another school, in which the child entered, free to make a completely new record. When placed with a teacher who was congenial and understood the child, a change in his character was at once apparent. While our schools are so crowded as they are at present as to make it impossible for the teacher to give the individual attention to each child that she would wish to, the question of congeniality between teacher and pupil is a most important one.

That the child should early be impressed with the distinction between the straight and the crooked in the moral life is most important as Froebel indicates and it is of interest to see that the figurative phrases are practically the same in both German and in the English. Yet in Nature how rarely do we find the straight line, and the curved line is the line of beauty. Why does the stream wind and curve so? Because it seeks the easiest way to the river and it inevitably runs down hill. The man who seeks the easiest way rather than the legitimate way to accomplish his ends is very

likely to run down hill also, for man is the first creature to stand fully upright, his glance is up and out and only when he is truly upright morally, physically, mentally, can he truly develop into the noble, all-round being which he longs to be in his best moments. All men must needs use expedients to attain their ends but the just and moral man stands firm for the right when tempted to use crooked means. Two men, in a political crisis are seeking to gain the same end. One wants to hasten the matter by buying votes, the other studies to convince the voters by appeals to reason, justice, honor, truth. Which method conduces most to the moral health of the community? Under which method will the usually unthinking members of the community soonest reach intellectual manhood?

The story is told of Frederick the Great, that one day, walking with a youthful nephew who later was known as the beloved Emperor William, the king pointed out to the boy the magnificent strength and majesty of the forest trees amidst which they walked and then impressed upon the boy how it was their uprightness that made their strength.

Referring back to the play of the Good Knight we recall that Froebel insists that one of the things which helps form the moral character of the child is the attitude of the parent and teacher toward the friend, the visitor, the neighbor, the citizen. If the teacher make much of the more externals, the wealth, the beauty, the mere mental capacity of a person under discussion the child will be led to think those qualities of the utmost importance, but lead him to admire a man for his straight forwardness, and to regard with contempt the mean, the crooked, the underhand, the selfish, the sensual and he will form his own conduct upon the highest models.

What, then, are some of the essentials upon which this inner freedom depends. It all depends upon self-mastery. How attain this? By practicing purity, straightforwardness, loving kindness. Does the phrase "afraid to call his soul his own" describe a state of inner freedom? Let the children try to recall persons whom they know or have heard of and who they think have attained this freedom of the city of God. Are such people pleasant to know?

STORY WORK IN NEW YORK CITY KINDERGARTENS



THE New York Public School Kindergarten Association, Miss Lileon Claxton, president, has held a series of meetings in the chapel of the Normal College during the winter, at which the general subject, "Literature as adapted to the needs of young children" has been discussed.

Miss Patty S. Hill of Teachers' College spoke at the first meeting on "The Value of the Story in Enlarging Our Knowledge and Views of Life."

To be of real value the story must interpret life. It may add to the child's capacity for beauty, for joy, or for humor. Its moral, if there be one, must be like the **leaven that does not taste**. Miss Hill emphasized the value of the realistic stories of the old time readers that did much to establish ethical ideas, naming such as "William Tell and the Apple," "The Monks of St. Bernard," "Bruce and the Spider," "The Boy Hero of Holland," "The Prisoner Freeing the Caged Bird." She referred also to the value of stories of heroism in the life of today. Well chosen realistic stories put "a new halo around the common place," but they are difficult to find in classical form. We seem now to be afraid of the realistic story, as our grand parents were of the fairy story. "A good realistic story may lead to a new vision of life."

The second meeting was held January 13th, at which Miss Nora A. Smith gave an address on "The Art of Story Telling."

Miss Smith, among other things, spoke of the history of story telling. "In our own land some of the best stories are those of the negro and the Indian, especially their stories relating to animals. The Indians had a story-teller who went about to tell their beautiful tales. The old Irish bard was expected to learn 365 stories, one for each day in the year. "The function of story telling is to stimulate the imagination and reason and to present conceptions that are beyond the every day life of the child; the primary purpose of the story, however, is to give **joy** to the child.

Stories teach virtues better than maxims do. They, in a sub-conscious way, appeal

to the heart and imagination. It must be remembered that imagination is a motive force of literature and a power in social intercourse. An important influence on Goethe was felt through his mother's genius for story telling and her habit of leaving an unfinished story with him to finish in his mind.

Story telling develops powers of attention and concentration and also trains children to **listen**. To **listen** well is a great social accomplishment. One of the most important ways of teaching English is through stories, since language is a tool of thought. It is said that nothing but **distinction of mind** brings **distinction of thought**.

There are many kinds of stories to be used. Some fables are available, a few in Aesop being suitable for little children, although many are too cynical. The fairy story is in advance of the nursery rhyme and there are many that can be used. The myths should be limited to children above the kindergarten. They are full of poetic value and are said to be "the far off voice of nations calling out to God." The importance of poetry should be emphasized. The Mother Goose rhymes are the first appropriate for the child.

Some poetry should be learned at an early age; it is never forgotten and poetry learned in childhood often helps in times of care and distress.

The moral of a story must be "like mignonette in a flower garden," we look about with difficulty to find it, yet it is there.

A story teller must bear in mind many things in choosing a story. Dr. Hervey says, "We must **find, see, feel, shorten, master and repeat** a story." It takes practice and effort to prepare stories and it is much work, but worth while when we think of all we may teach through story telling. It is not what a child knows but what he loves that helps in future life and a love of good literature is most valuable. Miss Smith told in closing Hans Andersen's "Story of the Flag" with wonderful pathos.

The third meeting of the season, held February 17, was in charge of Miss Luella A. Palmer, chairman of the story committee of the association. The principal point in regard to Miss Palmer's report is that five

distinct types of story telling were presented, each being illustrated by the telling of a story. Our committee agree with Miss Smith that the first reason for story telling is to develop the child's appreciation of good literature and a story from World literature, "Seven Little Kids," was told with fine effect, by Miss Denbigh, by way of illustration.

Moral stories have their place in child literature but the moral must be felt rather than too evidently portrayed.

Miss Bates told the story of David and Goliath as a representative Bible story to be used as a hero story. Miss Palmer related "The Mouse, the Grouse and the little Red Hen" as the type of a fable.

One object in story telling is to develop a right sense of humor: to change the child's point of view from enjoying another's discomforts to the appreciation of the truly humorous. Miss Robertson told the story of "The Kitty That Forgot 'Kitty Talk,'" imitating the sounds of several animals most perfectly. Miss Tuirk gave the genuine "Bremen Town Musicians."

Another aim of the story is to interpret the child's own experience. Such stories will be more local and realistic and great care must be exercised to give them literary value. Too large a proportion are included in the lists usually. Instead of always seeking for more stories, the teachers should change and adapt the old ones. The language should be terse, strong and rhythmic. Miss Quirk told the "Story of the Little Red Apple" (Child's World) as it has been adapted by one of the primary teachers of this city, and we think improved.

The dramatic reproduction of the story was urged. For much of this the best material is found in Mother Goose Rhymes and such tales as "Three bears," "Three little pigs," "The Shoemaker and the elves."

In story telling teachers have one important fact to consider—the type of the child—and his environment. The child who has heard stories at home has a better preparation than the one who must first have his power of listening developed. In the latter case the first stories must be short, simple and vivid.

Stories may be told every day and on

an average one new story a week. It was suggested that one period a week might be set aside for story telling when the children could choose the stories to be told.

The spring meeting of the association will be held at the Normal College, 68th street and Park Avenue, on May 12th at 4 p. m. The mothers of all the school districts are invited. Miss Marie Belle Coles, of the Normal College will speak on "Knowing the Child" and Dr. Jenny B. Merrill will also address the meeting. The Normal College training class will furnish the music.

Dr. George S. Davis, the president of the Normal College was formerly chairman of the committee on kindergartens in the Board of Superintendents. He was present at the second meeting and spoke at some length upon the value of good instrumental music in the kindergarten. He cordially welcomed the association to the college building.

THE NARRATIVE HABIT

Have you among your childish memories the recollections of certain agonizing moments when the person who you had vainly implored for a story would finally assume a deceptive air of acceding to your request and respond with this maddening ditty?

"I will tell you a story about Mother Morey
Now my story's begun,
I'll tell you another about her brother
Now my story is done."

Alas, when one knew the finality of this rhyme!

We did not know in those days about the fathers who gave their children a stone when they asked for bread, but we could appreciate the feelings of those unsatisfied children. One did not dare to say to such a tantalizing elder more than five or six times, "tell it over again," even when a real story had been extracted. Fortunately the little being in whose family there is some story teller able to give the bread which feeds! In Sartor Resartus—that excellent pedagogic treatise—Carlyle gives a vivid picture of such a fortunate childhood. The mysterious stranger who left the infant as an invaluable loan for the good father Andreas and Mother Gretchen selected a

favorable environment for the growth and development of the child.

The sun-set sky with hues of gold and azure, viewed from the orchard wall where the boy had his supper; the brave old Linden towering up from the village agora like a sacred tree; the swallows which come with the month of May; the Harvest Home and other festivities, all supplied influences conducive to the culture of body and mind. But best of all were those "twice told tales" which opened up the world of the past and the great world of the far away. Carlyle says, "Doubtless as childish sports call forth intellect and activity, so the young creature's imagination was stirred, and a historical tendency awakened by the narrative habit of Father Andreas, who, with his battle reminiscences, and gray, austere and yet hearty patriarchal aspect, could not but appear another Ulysses, a much enduring man. Eagerly I hung upon his tales, when listening neighbors lingered near the hearth. From these travels wide and far, almost as Hades itself, a dim world of adventure expanded within me. Incalculable also was the knowledge I gained from the old men under the Linden tree. The whole of immensity was new to me, and had not these reverend seniors, talkative enough, been employed in partial surveys for four score years? With amazement I began to discover that Entepfulhl stood in the middle of a country and of a world; that there was such a thing as history and geography to which I might one day by word and tongue contribute." What an illustration of the natural method of gaining one's knowledge of the world and of life! It is a method honored by long usage, and dates back to those early days when fathers instructed their children through legends, and bards and minstrels wandered from place to place narrating the exploits of heroes, stirring the souls of their listeners to deeds of love and war. The interest in such tales will never wane. The tale of the wanderings of Ulysses pleases today as it once charmed the court of the Phoenecian king. We do not wonder that Calypso wished to keep him forever upon her pleasant isle. The world will always listen to the tale that Aeneas told Dido of the burning of Troy; the enchantment of that familiar Arabian story teller who held her

tyrant king captive by her story without an end, still remains. The fascination Arabian Nights is evident by the constant demand for new editions. The Nine and Twenty Pilgrims who beguiled their way to Canterbury by telling tales, beguiles the weary way of the world today.

The revival of the story is a favorable sign of the times. It means "Delight in simple things, and mirth that hath no bitting stings."

The Story Tellers' League has a great mission. It brings together professional men, business men, mothers and teachers to renew life by drinking once more from the waters of the fountain of youth. In our modern cities and towns the evening lamp has been replaced by electricity turned on by a button, books have been supplanted by illustrated magazines and the newspaper and the family circle has been broken up by the constant pressure of outside engagements. Is it too much to hope that this awakening interest in the story may promise a revival of family life by the reinstatement of the center table with its group of readers and the restoration of the fire upon the hearth, with its group of eager children listening to some story teller? This is a kind of restoration which would conduce greatly to sanity of life for adults and children and to joy in living.

The person with the gift of narration is in demand everywhere, be it for a dinner party; a week end in the country or a walk down town. We go to the theater to see a play which tells us a story in dramatic form. We like to see how Madam Butterfly lives in far Japan, what Lady Windermere does in England and to follow "The Man of the Hour" in a bustling American city. There is a "saving remnant" of people who prefer books written by those of the narrative habit. Witness the increased sale of Jane Austen's amiable and pleasant pictures of life; the revival of the Dickens interest and the great popularity of the novels of Wm. DeMorgan, Joseph Vance, Janie & Lossie, Alice-For-Short and Sally have become personal friends to many of us, because they belong to those who know that the world is good and life worth living. Life will be sweeter and the world seem better when we are willing to spend time in enjoying a narrative rather than to

restle with another problem forced upon us by a novel.

A boy's hunger for a story is just as natural as his desire for bread. If neither home nor school supplies anything to satisfy his appetite, he feeds himself by spending a nickel or a dime on the thrilling adventures of "Old Sleuth," or "Deadwood Dick." I am informed that these books are no longer classed as dime novels, but form "Libraries." Of course no suspicion can be cast upon the character of a library. The most popular of these libraries, we are told, has a circulation of 150,000 a year and others less in demand sell from 25,000 to 10,000. So urgent is the demand for this literature that the authors are sometimes compelled to turn out four libraries in eleven days, as reported by one who knows. Charles Dudley Warner recognized this taste of the boy when he proposed to paper the walls of his garden with stories from the Arabian Nights, hoping that the boys might become so interested in reading them that they would forget to go in and steal his apples. The makers and publishers of school books are beginning to recognize this desire for a story and we have a new order of school reader, such as Miss Hali-urton's collection of Grimms' Tales; Miss Sumner's renderings of Folk Lore, Miss Bryce's Dramatic Reader and stories of Molly and Dolly and Other Playmates by Miss Blaisdell. The days of "I go up," "See me go up," "I can go up" are over and children now have the opportunity of reading at school something better than "words, words, my lord, words." The value of the narrative form as a means of teaching history and geography has long been recognized. The historical novel and such books as "The Seven Little Sisters" and Kingsley's "Greek Heroes" have been honored by long usage.

Selma Lagerlof, the Swedish writer who has just been honored by the Nobel Prize, has used her genius to produce a text book which presents the geographical history of Sweden in the form of fiction. "Nils Holmerson's Wonderful Journey Through Sweden" has been accepted by the government to be used in the public schools. It is a geographical description of Sweden in the guise of a fairy tale, told in such a way as to make it most interesting reading for

young people. She has also, at the request of the government, compiled a book of short stories which is used in all the public schools in the study of the Swedish language.

Time would fail, to speak of all the collections of "Heroes every child should know," "Fairy tales and legends every child should know," "Old Chronicles," and "Peeps at many lands," which now flood the market. But the "living voice" is better than any printed page. The tales of a grandfather are the best introduction to the history of any land. Unfortunately most of the pupils in our modern schools possess neither a grandfather with a tale, nor a father with the narrative habit, not to mention the group of reverend seniors standing under the Linden tree. That essential part of education which Ruskin ascribes to his father's reading of the Waverly Novels and Pierre Loti to his mother's fairy tales, is lacking in most families. Few children possess such a mother as Banrie of whom he says, "She told me everything so that my memories are colored by her memories." The teacher, that overweighted person, has to supply this and many other lacks in our twentieth century home. It is all the more necessary that she acquire the narrative habit, that she should be "a person with a story." I have had some hope that the ability to tell a story might some day be recognized in a teacher's examination and be placed on a par with skill in expounding fractions. This may be too much to expect, and I may not live to see it, but at least there is a growing recognition of the necessity of finding a teacher who is not only able to tell a story, but who can choose wisely. Plato, in his discussion of an ideal republic, attaches great importance to the choice of the narratives which children are to hear. He advises that the selection of the fables be given to the wise men in the state, the guardians, and that their selections and no others are to be used by mothers and nurses; he insists that beginnings are most important, especially when a thing is young and tender, therefore, the fictions which children are first to hear should be told in a most handsome manner to incite their minds to virtue. He recommended the avoidance of fables which present ideas un-

worthy of imitation. If children are to reverence the Gods, they should not be told tales of their wanderings in strange and terrifying disguises, nor of their scandalous actions and intrigues. It was more than two thousand years ago that this wise man set forth his plan for a model state, based on a wise educational scheme, and yet in this year of our Lord 1910, we still have to protest against accounts of the foolish and irreverent pranks of "Buster Brown" and to recognize the fact that he is a popular hero, as the record of his deeds forms one of the "best sellers." Such tales will be supplanted in favor when teachers and others in charge of children satisfy, with well chosen tales, the child's desire for adventure and for life. A good story must captivate the imagination by supplying mental images of pleasing aspect. It must illustrate truthfully, life and the laws of conduct. It should awaken ideals which shall be like falling on good soil, able to bring forth much fruit. The appeal to the imagination is necessary in order to interest and hold the attention. The culture of the imagination is especially necessary in a country where the material is so much in evidence, which builds the highest buildings, the longest railroads and the most complete subways in the world; where special trains are run and pilgrimages made across the continent to witness a national game of athletic combat. "Were John Harvard to visit the stadium," said Dean Fenn, in a recent address, "he would doubtless cry, 'Where are the lions?' If he could linger long enough he might see the dying gladiator carried off the scene. The shades of the prison house close too early around the growing boy. Let him live as long as possible in that land illumined by the light that never shone on sea or land.

With mechanical toys made on the exact model of the Zepelin, or Curtis and Wright flying machine and Paris dolls with toilet and wardrobe complete, costing where circumstances favor, the sum of \$1,000 as advertised in a recent journal, there is small chance for the fancy to create anything. The coat of many colors is so vivid and so perfectly finished, there is no chance to sew even a button on it or to put in a pocket. Santa Claus is becoming a suspicious character, especially since he has

been doomed to come from the north land in an aeroplane. Anyone can see that he could never get down a chimney that way. His imitations are so frequent in the department stores as to arouse some doubt of the genuine article. The minds which doubt that Shakespeare wrote Shakespeare and whether William Tell really shot an apple, can cast their blighting skepticism even upon the realm of childhood. When their skepticism enters the very door of "make believe" then indeed we must devote ourselves assiduously to a continued course of fairy tales and fables. A pathetic picture is drawn in a recent article in the Outlook of the disillusioned Wight who continues the efforts of his younger brother and sister to build a penitentiary with Greek portico and Doric columns. "Ah," said The Wight scornfully, "There isn't any prison, there aren't any prisoners, there isn't anything but only old blocks, everything's nothing. Of course this meant disenchantment for all. The Prophet withdrew to the window and the Believer grieved over the ruin. "Everything's nothing," persisted the Wight morbidly, "Nothings," "anything." The Believer turned, "Anything is always something until you go and spoil it. In churches, it's bird houses, it's castles until you call it just blocks." "It is easier to give wings feet, than to give feet wings," says Jean Paul Richter. If the wings of fancy are too early clipped, the bird may never reach the upper air.

Let us cling to our fairy tale, fable, legend and myth, not forgetting the nonsense rhyme. The scientific rhyme about the number of bones in one's body or the number of teeth a normal person should possess, or even such an admirable bit of knowledge as the true theory of the rising and setting sun, will never supply the joy of Mother Goose. These tales and rhymes are true as regards those permanent realities of which William Blake writes, and if well chosen meet the demand which we have named for a story, namely, that it should be true to life and illustrate just laws of conduct. The long lesson of Major Daw, taunting Johnny who earns only a penny a day because he can't work any faster, of Simple Simon who cannot taste the pieman's ware because he has no penny, of Jack Horner who warns against the

greed which keeps all the plums and plumes itself on its superior ability, teach wholesome lessons of life and its inevitable law of recompense. The nonsense rhyme has its place in satisfying the sense of humor which finds so perverted an expression in the "Foxy Grandpa" rhymes and the "Kidville. Repartee" of the comic papers. What would be the effect of introducing boys and girls now and then to a polite child like the following?

There was once a small boy
Whose pride and whose joy,
Was in being so very polite,
That he took off his hat
And bowed to the cat,
Saying, "Pray, madam,
How are your kittens tonight?"

Or to Peter Paul:

Peterkin Paul was so very polite,
That he said to the stones on the street,
"Excuse me, I pray, for stepping on you,
But there's no other place for my feet."

Fairy tales should be selected with reference to the illustration of what is true and honorable in life. Not all are good—some are better and some are best. I knew a painstaking mother who had carefully protected her child from the horrors of Blue Bear, only to find her care had gone for naught, when her little girl returned from Sunday school filled with excitement over the terrible fate of Blue Beard's victims, painted for her by her Sunday school teacher. Those tales which illustrate the crowning of effort, be it the climbing of the bean stalk or the journey to find the land east of the sun and west of the moon, all these are true pictures of life, set in a frame of fiction.

Most important are the stories in rhyme which preserve and deepen the sense of wonder, which in our modern, rushing, scientific age is likely to become a dying sense. In the infancy of the race men did not know, and so they wondered, and out of that wonder was born myth and poetry and religion. They had,

"A sense of something far more deeply interfused,
Whose dwelling is the light of setting suns,
And the round ocean and the living air,
And the blue sky, and in the mind of man;
A motion and a spirit, that impels,
All thinking things, all objects, or all thought,
And rolls through all things."

"Let others wrangle," said St. Augustine, "I will wonder." The pathway of worship

must always be along the road of wonder. We are fallen upon doubting days and times of fading faith, because the spirit of wonder is an alien in our busy centers. The sense of the mysterious is dulled and lost by frantic and crude efforts to explain everything scientifically. It is still, however, a great, wide, wonderful and beautiful world." Teachers may help to keep a child's dream of a star, and his feeling of the mysterious Entepfhu road which may lead anywhere, even to the end of the world. The old poem of our childhood is still beautiful and desirable. "Twinkle, twinkle, little star, how I wonder what you are!"

And rivers still lead into the great unknown.

"Dark brown is the river,
Golden is the sand,
It flows along forever,
With trees on either hand."

In these winter days even our city children may feel the poetry of the snow.

"Out of the bosom of the air,
Out of the cloud folds of her garment,
Shaken from the woodlands, brown and bare,
From the harvest fields forsaken,
Silent and soft and slow descends the snow."
LUCY WHEELLOCK.

The value of the narrative habit is largely impaired when it is used for scientific or didactic teaching. The pedantic novel is justly shunned by adults, and with like artistic discernment the child refuses the pill of information, sugar-coated with the narrative. This does not exclude the use of the story which conveys within itself, its own lesson. No need of a moral tacked on to the end, if the story teller has the true narrative habit. The situations of the story are so true and the characters so real that the children of themselves are impelled to say, "Go and do thou likewise." The parables of great teachers, fables, myths, legends, and stories of real life which express the beauty of service, the joy of victory, faith in one's fellows and the faith which triumphs at last over all evil—these are the stories which may be chosen to fit special occasions, to enforce special lessons and are useful on all occasions.

The person with the narrative habit is, of course, rich in literary possessions and is able to bring forth treasures new and old from her king's treasury. For her the

eternal court is open with its society, "wide as the earth, the great and mighty of every realm and time." She is also acquainted with children and their ways so that she is able to warn her narrative by her own heart. Of her may be said what Barrie wrote of his mother. "When you looked into my mother's eyes you knew why God had sent her into the world. It was to make you think beautiful thoughts." And that is the beginning and end of all literature, and the deep reason for acquiring the narrative habit.

WHY ROBIN HAS A REDBREAST

Longer ago than you can think this earth was very cold because there was but one fire in all the Northland. You may be sure this one fire was very precious to the people and was watched night and day for fear it would go out. An old man and his son did nothing else but tend this fire, taking turns—so that each one could have some time to sleep. In the north where this one fire was there lived a great white Bear, who loved the cold. The white Bear wished the days were still colder and hated the people for keeping this one fire. He watched all the time for a chance to put out the fire, but he could never catch both the old man and his son asleep at the same time. The white Bear tried every way he could to put out the fire, but the old man and his son were always on guard. The Bear thought if he could only put out that one fire it would be too cold for the people to live there and he would then have all the Northland for himself. One night it was the old man's turn to sleep and the boy's turn to tend the fire. As the boy sat by the fire that night he grew very sleepy and wished it were his turn to rest instead of the old man's. Little by little the boy grew more and more drowsy, until he forgot all about the precious fire he was to watch and fell fast asleep. The white Bear was watching his chance—you may be sure—and no sooner was the boy asleep than he crept out of his den and trampled out the fire. The Bear thought he had not left so much as a spark, but there were a few that his ugly little eyes did not see. There was some one watching who had brighter eyes than the Bear and who did not hate the

people nor the fire. This was a Robin who flew down to the few sparks that were left as soon as the Bear was out of sight. The sparks were not bright enough to blaze up without fanning, so Robin used his own wings for a blower and soon had a good fire again. But Robin—poor Robin—had to go so near the sparks while he fanned them that by the time the fire was burning brightly his breast was as red as the glowing coals. Poor Robin flew swiftly through the air to cool his burning breast and wherever he rested for a moment a bright fire sprang up. Soon the whole Northland was lighted up with the many fires caught from Robin's breast. The white Bear crept back into his den when he saw the people he had tried to freeze out now had many fires instead of one. From that day to this Robins have had breasts as red as glowing coals.

AN IRREPARABLE LOSS.

The teacher of the primary school, in looking round the room after the children had taken their seats, saw a new face. It pertained to a little boy. She called him to her desk. "What is your name, dear?" she asked him.

"Tommy Hunter, ma'am," he answered.

"How old are you, Tommy?"

"Six, going on seven."

"You don't look over five," she said, after a careful scrutiny. "I shall have to ask you to bring me a certificate of your age."

"Bring you what, ma'am?"

"A statement from your parents. You may stay here this morning, but when you go home at noon ask your mother to write me a note, telling me when and where you were born. Don't forget it, Tommy. You may go back to your seat."

After the noon recess was over and the children had reassembled in the school-room, Tommy presented himself at her desk, flushed with triumph. The glow soon faded from his little face, however, as he felt in his pockets, one after another, and failed to find the note his mother had written. He began to cry.

"What is the matter, dear?" asked the teacher.

"I—I've lost my—my excuse for being born!" sobbed Tommy.—Youth's Companion.

SUGGESTIONS FOR APRIL

LILEON CLAXTON

While the Easter tide actually came in March we felt that the thought of the resurrection of nature should not be forced on the children unless the season was advanced enough to make the idea evident to them. April, however, is certain to bring with it beautiful and numerous evidences of the awakening of Sleeping Beauty after a long, long sleep. Everywhere we turn gay flowers are nodding after their long winter's nap. In fact there are so many blossoms and flowers that we must leave most of them to be admired and select a few of the simplest for painting, drawing and representing.

Little chicks, dyed eggs, bunnies have been peering at the children from shop windows. Probably many of the children have received these as gifts. Some will have the chick in life as a real center of interest this month. The mystery of hatching, the tender mother care, the dependence of the chicks on mother are all shown so simply and beautifully in Mrs. Hen's family life. There is really no relation of chicken and turtle but he is closely connected in association at this season and so we shall have a picture of him, possibly a real one and the representations of him by the children.

The dear old orchard probably will look like a belated snow storm before the month is over. If so, the blossoms will be added to our flower show. If not, they will surely be out in May.

The farmer has come from his winter quarters and is busy cleaning the fields, ploughing, harrowing and probably planting. He will be an interesting "Helper" for April. His activities will of necessity be prominent from now until the close of April. In fact, we are not through with him then for many of the children will actually come to know him in the summer vacation and in the fall months we are continually following his employments.

April is supposed to be the month of rain. We will devote some time to the thought of rain. We can not actually name the day of the month that the subject should be taken up for the weatherman is not always correct in his predictions. But we will be ready for it whenever the rain

appears. Later in the year the subject of water will be considered, at which time all the different phases touched during the year will be summarized.

It is necessary to speak of the May day preparations in April so that we may be ready with queen and dance, wreaths and May pole. May day with all its beauty, its joy, its pleasant connections! The dance should be of the simplest character, the result of the work in rhythms throughout the year.

Once more let us remind ourselves that it is not expected that all these suggestions are to be carried out in any one kindergarten. Such subjects as relate most closely to our own needs are chosen and the others passed on to those who find themselves differently situated.

Subjects for Morning Circles

Rain.

1. Evaporation.
2. Rain clouds.
3. Uses.
 - (a) Cleanliness of man, animals, nature.
 - (b) Quench thirst of man, nature, animals.
 - (c) Fire protection.

Stories.

"How We First Came To Have Umbrellas."—For the Children's Hour.—Bailey-Lewis.

"The Stepping Stones."—More Mother Stories.—Lindsay.

Rhymes

"March Winds and April Showers."—Mother Goose.

"Rain, Rain, Go Away."—Mother Goose.

"The Rain is Raining All Around."—Robert L. Stevenson.

"Who Likes the Rain?"—For the Children's Hour.—Bailey-Lewis.

Songs

"Pit-a-Pat."—Songs for the Child's World.—Gaynor.

"The Rainy Day."—Small Songs for Small Singers.—Neidlinger.

"Weather Song."—Song Stories.—Hill-Hill.

"Water Cart."—A Baker's Dozen for Little Children.—Valentine-Claxton.

Dramatization

Children going to school in rain.

Lady holding umbrella and skirt.
Man tiptoeing across the street.

Rhythms

Chicken drinking water.
Rubbing clothes.
Wringing clothes.

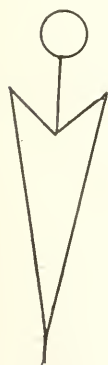
Walks or Visits

1. Playground to see rain clouds.
2. Water trough to see animals drink.
3. Faucets that supply children with drinking water. (Speak of necessity of individual drinking cups.)
4. Public drinking fountain. (Have the children bring their own cups.)

Illustrative Material

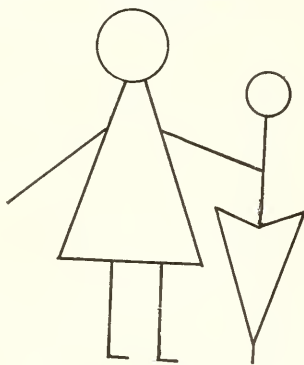
Clouds.
Notice houses, streets, trees, after the rainy day.
Public drinking places.
Hydrant.
Umbrella.
Rubbers.
Clean clothes on the lines.
Pictures of people and animals on rainy days.

Gifts and Occupations

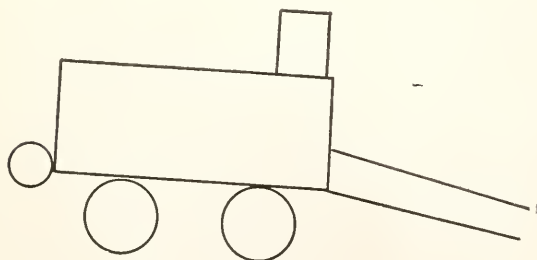


Umbrella

Sticks and Rings—



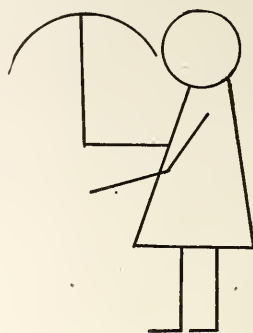
Child and Umbrella



Water Cart

Umbrella.
Child and umbrella.
Water wagon.

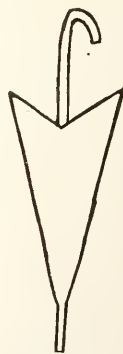
Umbrella.
Child and umbrella.
Water cart.
Sticks, Rings, Half Ring—
Child and umbrella.
Child and umbrella.



Child and Umbrella

Drawing—
Children in the rain.
Animals in the rain.
Bird drinking at fountain.
Bird bathing at fountain.
Horse drinking at water trough.

Cutting—
Pictures drawn.
Umbrella.
Rubber boots.

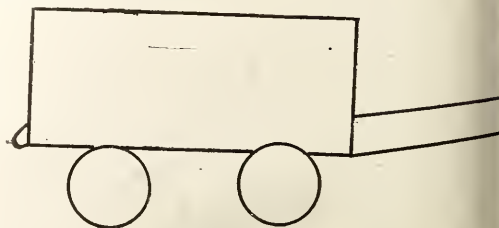


Umbrella



Boot

Folding, Tying—



Water Wagon

Umbrella.
 Folding, Cutting, Pasting, Drawing—
 Water wagon.
 and—

1. Represent a street with houses and
 stores on either side and a waterwagon
 standing near the hydrant.

2. Mud pies.
 A bubble party is always a pleasant
 feature in connection with the rainy day.

FIRST WEEK

Subjects for Morning Circles

1. Chickens.
 Hen.
 Rooster.
 Chicks.
 Laying.
 Hatching.
 Nest.
 Food.
2. Rabbit.
 Food.
 Home.
 Appearance.
 Habits.

Stories.

"Fox Lon."—A Kindergarten Story
 Book.—Hoxie.
 "The Thrifty Squirrels."—In the Child's
 World.—Poulsson.
 "Mrs. Specklety Hen."—More Mother
 stories.—Lindsay.

Rhymes

"Good Mother Hen."—Finger Plays.—
 Poulsson.
 "Five Little Rabbits."

Songs

"Mr. Rooster and Mrs. Hen."—Songs for
 the Child's World.—Gaynor.
 "The chicken."—Small Songs for Small
 Singers.—Neidlinger.
 "Bunny Song."—A Dozen and Two.—
 Varner.
 "Tracks in the Snow."—For the Child's
 World.—Gaynor.
 "See My Little Bunny."—Small Songs
 for Small Singers.—Neidlinger.

Games

"The Barnyard."—Merry Songs and
 Games.—Hubbard.
 "Chasing the Squirrel." Use word rabbit
 instead of the word squirrel. Songs and
 Games for Little Ones.—Walker-Jenks.
 "Visiting Game."—Song Echoes.—Jenks-
 Rust.

"Ball-Tossing Game."—Songs and Games
 for Little Ones.—Walker-Jenks.

"Game for the Senses," 4th verse.—Song
 Echoes.—Jenks-Rust.

Dramatization

Rooster crowing.
 Rooster strutting.
 Hen clucking.
 Hen scratching.
 Chick peeping.
 Bunny hopping.
 Bunny sitting on haunches.

Rhythms

Bunny hopping.
 Walks or Visits
 Chicken yard.
 Chicken coop.
 Dairy to see quantities of eggs.
 Rabbit hutch.

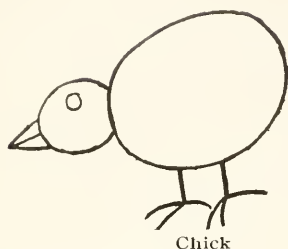
Illustrative Material

Hen, rooster, chick.
 Toy hen, rooster, chick.
 Hen's egg with white and brown shells.
 An opened egg.
 Chicken corn, both cracked and un-
 cracked.
 Bunny.
 Pictures of barn yard, poultry, nests,
 small crops, feeding chickens, rabbits.

Gifts and Occupations

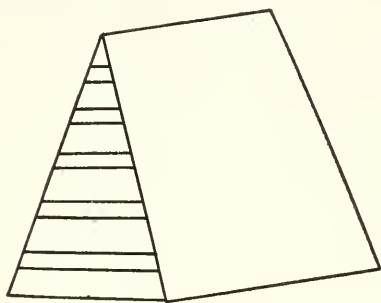
Fifth Gift—
 Chicken coop (large).
 Small coops for mother when she has a
 brood of chicks.
 Rabbit hutch.
 Fifth Gift—
 Store house where food is kept for
 chickens and rabbit.
 Sixth Gift—
 Farmer's home.
 Third and Fourth Co-operative—
 Build large coop and place boxes for
 nests inside.
 Drawing—
 1. Stencils.
 2. Chick.
 3. Farmer's wife feeding the chicks.
 4. Chicken coop.
 5. Eggs.
 6. Nest.
 Cutting—
 Chick.

Rabbit.
Squares for boxes for hen's nest.
Eggs.
Painting—
Chick.



Chick

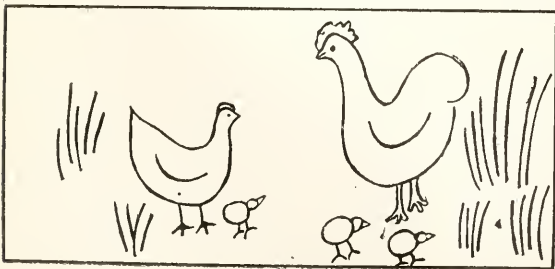
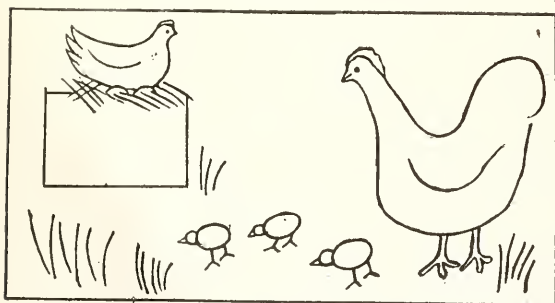
Chicken coop.
Clay objects.
Folding, Cutting, Pasting—
Chicken coop.



Chicken Coop

Co-operative Pictures—

As the children are doing their occupation work have it understood that the best work is to be saved to be used in a co-



operative picture. When all the elements are ready select a large sheet of paper. Have one child draw the markings for the floor on which the nest rests. Let another child paste the box for the nest on the floor. Have still another draw the straw sticking up over top of box. Then have eggs pasted in straw. Covering these places a good mother hen. Beside the box father rooster may strut proudly about somewhere near.

Have tall grass drawn on a large sheet of paper. Paste the hen, rooster and chicks in proper positions. Draw the coop or paste one cut out.

Sand—

A delightful barnyard picture may be made in the sand using the objects constructed by the children and a few toys to add to the realism of the picture. The chicken family should be the most important part of the picture but the farmer, his wife, a few animals, etc., are fittingly added. Place a rabbit hutch in one corner.

Clay—

Nest.

Eggs.

Hen. (A setting hen.)

Rabbit on haunches.

SECOND WEEK

Subjects for Morning Circles

1. Spring flowers.
 - (a) Geranium.
 - (b) Pansy.
 - (c) Violets.
 - (d) Easter lily.
 - (e) Lilac.
2. Blossoms.
 - (a) Cherry.
 - (b) Peach.
 - (c) Apple.

The teacher should be very careful to not bring quantities of blossoms to the kindergarten. She should also speak of protecting the blossoms so that they may mature to fruit.

Stories.

"Sleeping Beauty."

"The Little Pig."—More Mother Stories—Lindsay.

"The Snow Drop."—For the Children's Hour.—Bailey-Lewis.

"Inside the Garden Gate."—Mother Stories.—Lindsay.

Rhymes

"Mary, Mary."
 "In My Little Garden."—Finger Plays.—
 Poulsson.
 "Daffy Down Dilly."—For the Children's
 Hour.—Bailey-Lewis.

Songs

"The Fern."—Holiday Songs.—Poulsson.
 "Lillies Sweet."—Holiday Songs.—
 Poulsson.
 "Dandelion."—Song Stories.—Hill-Hill.
 "The Violet."—Songs and Games for
 Little Ones.—Walker-Jenks.
 "In My Little Garden."—Finger Plays.—
 Poulsson.
 "The Orchard."—Holiday Songs.—
 Poulsson.

Games

"This is How We Spade."—Singing
 Games for Little Children.—Hofer.
 "Little Annie's Garden."—Mother Play.
 Froebel, Blow's edition.
 Swing game.
 "The Mulberry Bush." Use gardening
 activities.
 "Hiding the Ball."—Songs for Little
 Children, Vol. II.—Smith.
 Sense Game, Hearing. Strike bell and
 have children tell the number of times.

Dramatization

Spading.
 Raking.
 Hoeing.
 Planting.

Rhythms

Begin the May Pole dance.

Walks or Visits

School gardens.
 Private gardens.
 Woods.
 Orchard.
 Florist.

Illustrative Material

Seasonable flowers.
 Seasonable plants.
 Seeds.
 Bulbs.
 Pictures of gardener at work, conserva-
 tory, flowers, gardens, etc.

Gifts and Occupations

Point Work—
 Designs made with large seeds.

Sticks and Seeds—

Pumpkin seed, flowers, plants, borders.
 Fifth Gift—
 Conservatory.

Fourth Gift—

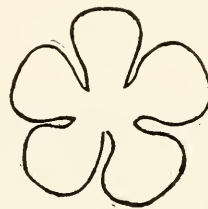
Outline garden plots.
 Designs for gardens.

Gardening—

Begin preparations of the garden plots.
 If possible have gardens out doors. If no
 ground is available use sand tray and boxes
 for planting.

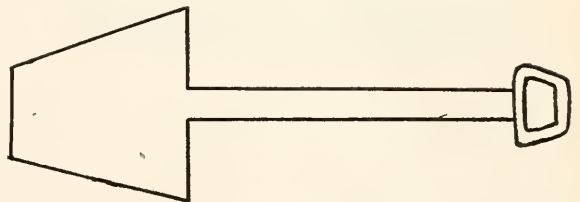
Drawing—

Garden rake.
 Spade.
 Hoe.
 Cutting—
 Peach blossoms for chains and trees.

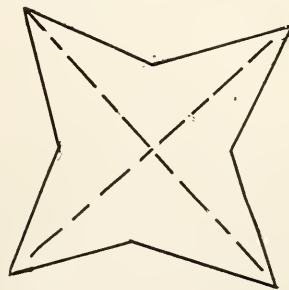


Peach blossom

Rake.
 Spade.



Fringe strips of green tissue to be wound
 on twigs for trees.

**Pasting—**

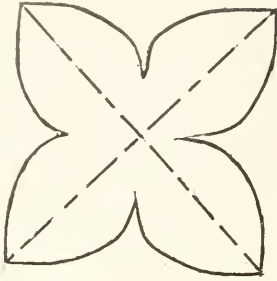
Blossoms cut out by children pasted on

the tree or branch painted for the purpose.

Folding and Cutting—

Flower forms.

Flower designs.



Trowel.

Gardner at work.

Children preparing gardens.

Apple blossoms.

Cherry blossoms.

Painting—

Peach blossoms.

Geranium plant.



Violets and foliage.

Border designs of flowers by laying on the paint brush.

Branch of a tree or a bare tree.

Tying—

Take large twigs of apple tree. Tie little pieces of pink tissue paper all along the branches to represent apple blossoms. Add a few green ones.

Sand—

1. Let us have an orchard in blossom. Use trees and branches made by children. Tie swings as described before. Use a squirrel or two, a blue bird, chickens, a bunny, some children, etc.

2. A garden plot. Outline the garden plot with "cockle shells." Have a busy gardener, garden tools, painted plants, etc.

THIRD WEEK

Subjects for Morning Circles

The farmer.

- (a) Cleaning fields.
- (b) Ploughing.
- (c) Harrowing.
- (d) Planting.

While the farmer is under discussion the actual gardening is continued. Children plant such seeds as are very different in appearance and growth so that they may easily distinguish them. The pea, bean, corn, lettuce and carrot are good examples.

Stories.

"The Farmer and the Birds."—In the Child's World.—Poulsson.

"Dumpy, the Pony."—More Mother Stories.—Lindsay.

"Do What You Can."—For the Children's Hour.—Bailey-Lewis.

"The Stolen Corn."—For the Children's Hour.—Bailey-Lewis.

Songs

"Baby's Calendar."

"Baby's Cotton Gown," 1st verse.

"Baby's Bread."—Holiday Songs.—Poulsson.

"The Farmer."—Songs for Little Children, Vol. II.—Smith.

Games

"Busy Children."—Merry Songs and Games.—Hubbard.

"The Farmer."—Songs and Games for Little Ones.—Walker-Jenks.

"The Farmer."—Mother Play.—Froebel Blow edition.

"Farmer in the Dell."—Singing Game for Little Children.—Hofer.

"Ball Game. Roll Over, Come Back."—Merry Songs and Games.—Hubbard.

"Sense Game, Musical Ball."

Dramatization

Raking the field.

Ploughing.

Harrowing.

Planting.

Rhythms

Continue May Pole dance.

Walks or Visits

Bare fields.

Barn to see plough and harrow.

field being prepared for ploughing.
 fields being ploughed and harrowed.
 hardware shop to see farmers' imple-
 ments.

Illustrative Material

farmers' tools.
 corn, wheat, oats, potato ready for
 sowing, onion sets, radish and lettuce
 seeds, peas and beans.
 pictures of farmer at work, fields of corn,
 oat and potatoes.
 pictures of spears of wheat and oats,
 bush patch, lettuce plant, cabbage plant,

Gifts and Occupations

books—
 farmer's rake.
 parade.
 represent field with straight furrows
 crossing it.
 books and Seeds—
 represent field planted with corn in
 eight rows.
 Board—
 make a harrow.
 painting and Pasting—
 plough.
 drawing—
 farmer at work.
 farmer burning rubbish.
 fields with rows of seeds.
 horse eating dinner after work.
 gardening—
 have children plant and water the gar-
 dens prepared by themselves.
 sand—
 the sand tray may represent a small
 field for some time to come. A portion of
 it is set aside for this purpose. Plots are
 marked off and seeds planted. The farmer's
 house, barn, poultry, etc., are appropriately
 added. The children water the portions
 marked for growing. In a very short time
 the grass plot, a bean patch and rows of
 corn will show their green tops. This will
 last for some time and then when the sand
 does not support them longer the greens
 will disappear over night.

FOURTH WEEK

New Subject for Morning Circles—May Day

While it is desirable to have a May Pole
 celebration and the children will enjoy mak-
 ing the decorations for the day the prepara-

tion is not so much in story work and talks
 as in the actual making of things. So dur-
 ing these days we will continue the stories,
 and talks connected with gardening and
 farming while we are giving the ideas
 necessary to an understanding of May Day.
 The place of the party should be told and
 the day of the celebration, mothers invited
 and great preparations made. If two kin-
 dergartens not in the same school could
 arrange to meet in the park nearest the
 kindergartens it is a delightful feature of
 the day.

It has been found quite possible for the
 children to assist in making the May Pole
 decorations and the flowers for their
 wreaths. A very pretty pole is made by
 mounting a parasol on the top of a brown
 handle. This parasol is then covered with
 ruffles of gayly colored tissue paper or
 crepe paper that have been fringed by the
 children. The iron frame work is bound
 by the same material as is the broom
 handle. Then to the top a shower of strips
 of the crepe paper is fastened. Each one
 is long enough that a large circle may be
 formed for the dance when the children
 hold the strips. Bunches of paper flowers
 are then fastened to the parasol at such
 places as seem best.

Another pretty May Pole is made by
 fastening a wheel to the top of a pole. The
 Christmas tree may be used for this pur-
 pose if it has survived thus far. At the
 center of the wheel a large bunch of paper
 flowers is fastened. The wheel is bound
 with pretty colored paper or cambric. The
 streamers are fastened all around the edge
 of the wheel and are made of the cambric.

Now as to the wreaths. Each child
 should assist in making his own. Paper
 roses may be bunched and fastened over
 the ears of the girls and the cambric or
 paper to which they are fastened be con-
 tinued around the head and tied in a bow
 at the back. Or a rushing of tissue may be
 fastened to a wreath of paper and flowers
 tucked in. Three colors of paper wound
 together and tied with a big bunch of
 flowers makes a simple and pretty wreath.

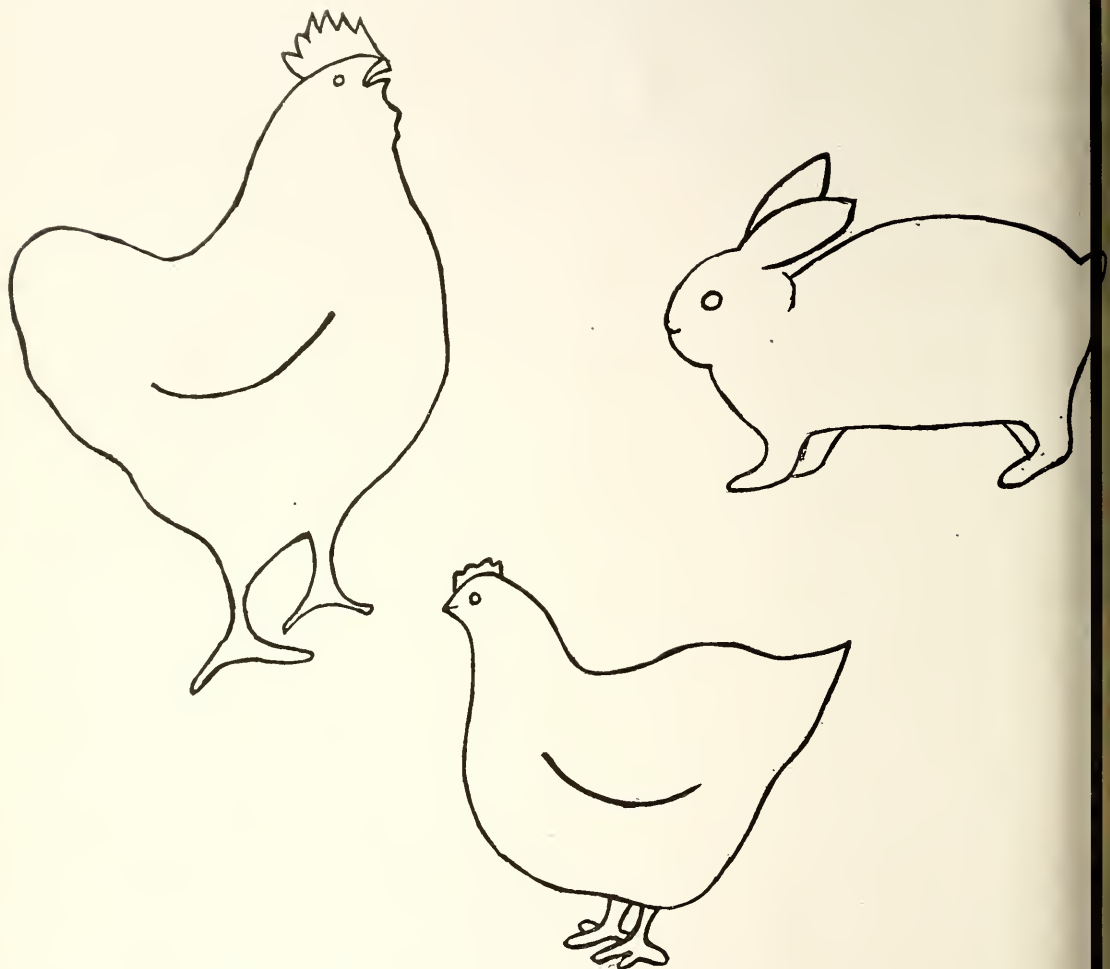
All of these require ripping, rolling, tie-
 ing, trying on, taking off, looking in the
 mirror and at friends until the preparation
 is completed. This is not accomplished,

however, until we have chosen our queen and made her golden crown.

While these preparations are going forward we must leave time to have the children dress clothes pin dolls with tissue or crepe paper and make a toy May Pole for the sand tray. It is one of the prettiest

space below than on any of the other side. This leaves a good place for the name.

Place points on all four sides of square one inch apart. Now place sheet on the top of the drawing paper which is intended for the pupil's use and prick hole at each pencil point with a



sand pictures of the year and we must not neglect it.

Songs

"A May Invitation."—Holiday Songs.—Poulsson.

"Around the May Pole."—Holiday Songs.—Poulsson.

PRICKED DESIGNS

N. M. PAIRPOINT.

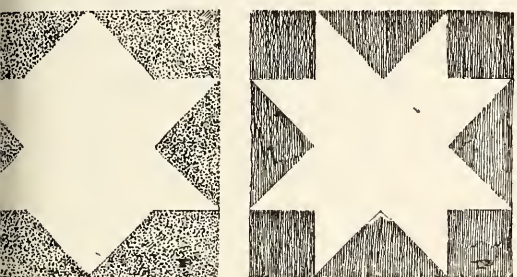
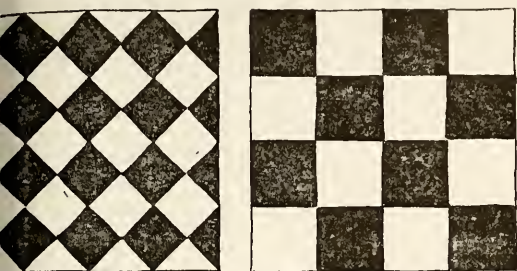
On a six by nine inch sheet of drawing paper, draw a four inch square, having liberal margins round it, and with more

through all the papers, thus the children's papers will have a series of holes upon them instead of pencil marks, representing the corners of the square and the points one inch apart.

Now teach them that in order to draw a straight line from one corner to the other they must place a ruler just below the holes. Close to them, but so they can be seen over the edge of the ruler. Hold the ruler so firmly that the ends will not slip, then press the pencil point close against the ruler, and start to draw just on the hole at the left hand end and draw the pencil

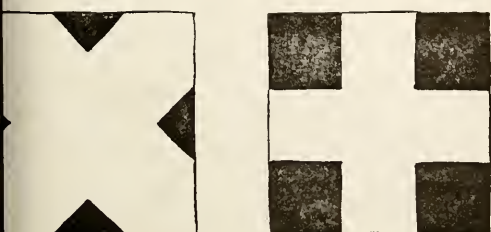
ing until it comes to the last hole at the left hand end. Repeat this process at the other edge of the square, and then finish the sides.

Connect the points that have been pricked along the sides of the square in the same way and a series of small squares appear within the large one.



In this exercise the use of a ruler as a straight edge has been taught and also how to follow directions, and the words horizontal and vertical may be added to the language work.

If each alternate small square is colored with crayons a lesson may be added on



color harmony. Any one color combined with the white of the paper, produces a monochromatic, or one color harmony.

The crayon should be drawn in lines, either vertical or horizontal so close together that they touch, and each drawn so carefully that they begin and end just on the lines of the square. Repeat the lines in another direction over the first, and the surface will be well covered, and if the crayons are used so lightly that no gloss appears, they may be worked over each other indefinitely, and the colors will be soft and delicate.

For another exercise prepare the papers in the same way, and then connect the points on the edge of the square with diagonal lines, and a series of diamonds will be formed instead of the small squares.

Next use a similar foundation, only with a three inch square and points one inch apart, and make some simple geometric crosses by strengthening some of the lines. When the vertical and horizontal lines are drawn, strengthen the lines at the corners and it will make the Greek cross. If diagonal lines are drawn from the points, a St. Andrews cross is made. In coloring this sheet two colors may be used, one in the cross itself, and another in the square which forms the background. This gives an opportunity of showing how light and dark tones of any color may be combined, or how different colors will harmonize when they are used together. The complementary colors, red and green, blue and orange, and yellow and violet, form the foundation of many combinations of different colors.

The stars made on a foundation of sixteen small squares make charming sheets, and if daintily colored are as attractive as they are instructive.

When the pricked papers are given to the pupils, if a series of dots are placed on the blackboard in the same relative positions as the holes on the papers, and the design is worked out as the children follow directions, the very earliest lesson in reading a working drawing is given, and the pupils are learning how to help themselves.

Another form in which the pricked pattern may be developed is to put several geometric figures together to make borders. The diamond pattern must have

points pricked opposite each other, and they are then connected with diagonal lines in both directions. Triangles may be used in the same way, and if one of the stars or crosses are cut out carefully, and are placed side by side and marked around a still more elaborate border can be made, and if the figure used has been the subject of a previous lesson, and is then cut out by each pupil, the work on the border is just as much the individual work of each child as if he had constructed each star separately.

By using the same method, the figures may be used to form a surface pattern and good practice be given in letting the pupils judge for themselves that the spaces between the figures are equal, and the rows straight. If help in these points is needed, prick the place for each figure and have the star that is being used as a pattern laid on the holes.

These exercises can be used before the pupils have the ability to measure, and they are so simple and clear that the pupils will see that they mean something, and they are sufficiently attractive to rouse their ambition to get them right.

The manual arts exercises should aim to teach skill and good workmanship, and good taste will follow naturally.

THE COMING OF THE ROBINS

IVALOO MAXSON EVERTS

"Here comes Teddy Beetle. I wonder what the news is?" remarked a tall red Tulip to the smaller flowers in the garden. All craned their necks to get a glimpse of the active little messenger as he hurried up the path leading to Dame Nature's front door.

"It must be exciting news for he acts so important and Blue Bell is ringing hard to get someone to the door as soon as she can. May is just opening the door now. Perhaps she will tell us what it all means."

"Good morning, Teddy," exclaimed May as the dignified young messenger doffed his cap and presented the telegram. "I suppose this is for Mother?"

"Yes, Miss May, and I am to wait for an answer," replied Teddy.

"A telegram, May?" called Dame Nature, "well, just open it and see what it says, please."

"Oh, Mother, it's from Mr. Robin. He wants to know when they are to come."

"I expected to hear from him in a day or two, so you can tell him to come away," replied her mother.

Hastily writing the message May handed it to Beetle who tucked it under his arm and departed in great haste.

Noticing the eager expressions on the faces of the flowers, May slipped into the garden just for a moment to tell them the news, and cautioned them to be good children and go to bed early so they would be bright and fresh in the morning when her company arrived. Then smiling happily she hurried back into the house to finish with the final preparations.

"Well, daughter," said Dame Nature, "I am glad we have our spring dressmaker done. The Robin family always come early and I feel very uncomfortable because every thing is not ready for them. Let me think what must be done before they arrive. A shower to fill my pantry with their favorite food, and a clear day tomorrow; I think that is all I need to arrange. May, call up the Weather Bureau office and ask Father Weather to see if a shower tonight, please, and then have the clouds stay at home tomorrow for the Robins are coming and I want Sun here to help welcome them."

"All right, Mother, Father says he will arrange it," said May as she ran out to the garden just in time to join her mother in bidding Sun good night.

"Now," said Dame Nature, "we must go to bed for the Robins come early and there will be a great deal to do."

Almost as soon as their heads touched the pillows they were lulled to a restful sleep by the pit pat of the rain-drops. They gaily danced on the fresh green leaves of the stately trees standing near.

At the first peep of dawn they were up and had just finished dressing when her company arrived. Mr. and Mrs. Robin and family appeared very dignified and as important as usual. They were happy to see Dame Nature and delighted to find May at home. But all seemed in a great hurry to find rooms for the summer so Dame Nature and May started out at once to help them. It was quite a task to arrange everything to suit this large family. A

of the older and more wealthy members wanted to rent regular bird summer cottages with five or six rooms. Other elderly ones who had very little money asked for quiet sheltered nooks under roofs and piazzas, some high up, others low down. Some of the younger ones wanted to rent whole trees or steeples high up in the air where they would be well away from the cats. The tops of the tallest trees were in such demand that the rent went up at once or everyone thought they would be such nice, safe places for the little birds. It took several days to get things arranged and when the settling began. Plain brown twigs were in great demand as mission style had penetrated bird-land. Not a lawn needed making that spring for the robin nest builders needed every brown leaf and branch.

As soon as the homes were ready, the morning concert drills began. The hour set for the chorus practice was half past four but individual practice went on all day. The flowers in Dame Nature's garden grew prettier every hour and their cup of happiness was full for the little songsters came many times a day and, perching on the garden gate, sang just for them. Father Weather sent warm delightful days, and all the Robin family settled down to the joys of their sojourn in the North.

THE GARDEN

MARY LOIS LOUDON

"The Garden," is a little play or exercise for our small children, one carrying a small spade, one a small rake, another a handful of seeds, and one fourth a small sprinkling pot. The girls wear large garden hats tied under their chins and the boys large sun hats.

First Boy recites (pretending he is really spading):

First the garden bed is made
With sturdy arm and trusty spade.

Second Girl recites while she rakes:

Then the greatest care we take
To smooth the ground o'er with our rake.

Third Girl recites, kneeling as if planting the seeds:

When the earth is warm and fine
We plant the seeds in proper time.

Fourth Boy recites swinging watering pot:

Should the soil get dry and hot
We sprinkle with our watering pot.

Together:

After that, all of us know
We must wait for the things to grow.

MOTHERS' CIRCLES DEPARTMENT

(A second letter to a young mother. The first appeared in Kindergarten Magazine November, 1909.)

My Dear Friend:

I should have written sooner to thank you for your gift to our new baby.

A little square shawl of flannel for a baby, similar to the one you sent, is one of my first memories and I always love to see or touch one. It must be from the memory of my baby brother who was born before my fifth birthday for he had such a little shawl.

You see I am taking occasion to warn a young mother how much a very little girl may be impressed by an article of dress! and a boy too!

Recently I took a little four year old to visit a kindergarten. As he entered he announced, "I have a new suit." He made everything anew for me much as I have long loved the kindergarten.

Everything seemed just suited to this playful little boy, but the fishes in the aquarium and a real live dove were best of all.

So my next word to you is to secure a living pet for your little daughter. One pet at a time is ideal. The life, the movement, the feeding, rivet the attention and teach the child to observe for very love.

The need of regularity in feeding and watchful care brings gradually the lesson of punctuality and develops responsibility.

But you say I am way ahead of your little two year old for she cannot share responsibility for a while yet! I will leave it for you to fix the day, not too soon, not too late. Read in Frobel's Mother Play:

"Beckon to the chickens small.
Come, dear chickens, one and all."

I remember helping to feed the chickens in a large hen house when I was about four years old.

One day I dropped a silver spoon between the slats as I was feeding the chickens. I was dreadfully frightened, having no idea that any one could go in to get it. I was afraid to tell even my kind grandmother. I can remember my shame and fear both. How few realize how keenly a child suffers!

I was astonished when grandma stepped

in after opening the door to pick up the spoon. I had never seen anyone go into the hen house with the hens and that frightened me too. I was afraid the hens would hurt grandma.

These memories coming back to me help me understand the mind of a little child. He cannot make connections which are perfectly clear to us, so clear that it is only by sincere efforts to put ourselves in his place, that we learn to be patient.

The mother should try to think herself back into her childhood. Many little details will come back that she thinks lost.

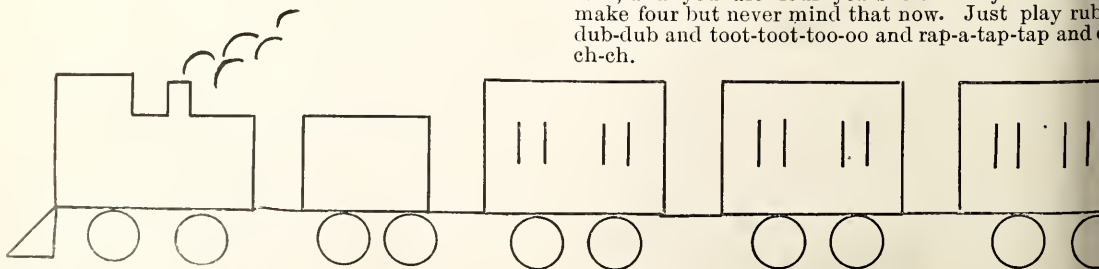
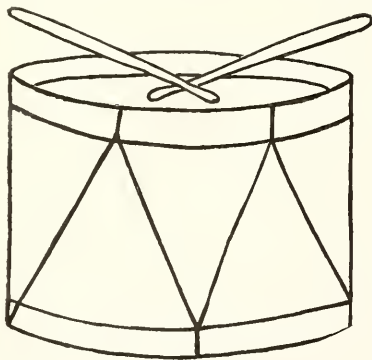
"Child heart, mild heart
O my little wild heart.
Thou art the veriest mouse
That hides in any house—
Come up to me out of the dark
Or let me come down to you."

BIRTHDAY LETTER TO A BOY

Jenny B. Merrill, Pd. D.

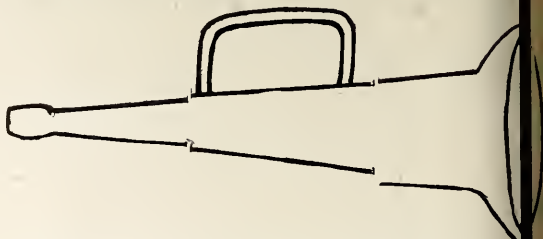
My Dear Little Nephew:

You are four years old today. One, two, three, four! Once upon a time your father lived with me when he was just four years old, so I know all about little boys who are four years old. Shall I tell you what they like? Well, little boys who are four years old like nice big noises! They like rub-a-dub-dub an a fine big

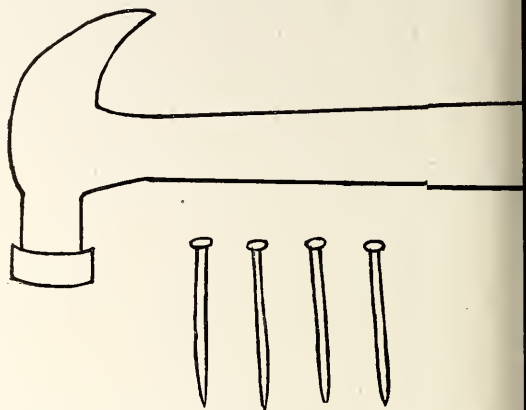


The train is whistling and I am off. Goodby. Come to see me. AUNTIE.
P. S. Don't make these noises when mamma has a headache. A.

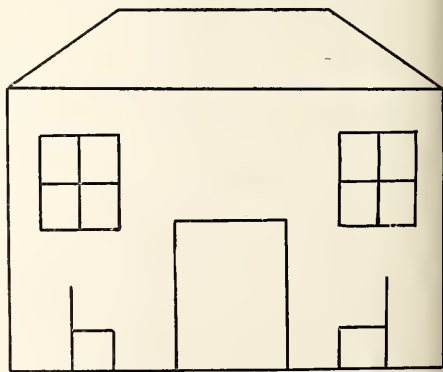
They like to play toot-toot-too-oo on a long red Christmas horn like this one.



Then they like rap-a-tap-tap! tick-a tack-too! can make that noise with hammer and nails.



Be sure to drive those nails straight. Don't hammer your fingers and if you do, don't cry. Just run quick and hold them in hot water and the hurt may go away. Perhaps you can make a house for sister's doll. Here it is all finished in a minute.



Perhaps sister will give you two kisses on one cheek and then two more on the other and that will be just four, and you are four years old today. Two two make four but never mind that now. Just play rub-a-dub-dub and toot-toot-too-oo and rap-a-tap-tap and ch-ch.

THE INTERNATIONAL KINDERGARTEN UNION

Seventeenth Annual Convention at St. Louis, April 23-29, 1910

Advance program of seventeenth annual meeting of the International Kindergarten Union, St. Louis, Mo., April 23-29, 1910. Headquarters: Hotel Jefferson, Twelfth and Locust streets. Officers—President, Miss Alice O'Grady, Chicago; first vice-president, Miss Nina C. Vandewalker, Milwaukee; second vice president, Miss Clara Wheeler, and Rapids; recording secretary, Miss Caroline Aborn, Boston; corresponding secretary and treasurer, Miss Ella C. Elder, Buffalo; auditor, Miss Margaret Giddings, Denver. The International Kindergarten Union comes to St. Louis on invitation from the mayor of St. Louis, the board of education, the St. Louis Peibel society and the Under-Age Free Kindergarten Association.

Local Committee

General chairman, Miss Mary C. McCulloch; entertainment, Mrs. John B. Shapleigh; transportation, Mr. E. D. Luckey; finance, Miss Nellie Ann; exhibits, Miss Mabel A. Wilson; printing, Miss Jennie C. Taylor; accommodations, Miss Clara Albright; badges, Miss Hattie M. Austin; music, Mr. E. L. Coburn; press, Mr. Chas. E. Witter; place meeting, Mr. John Rush Powell.

PROGRAM

Places of Meeting

Hotel Jefferson, Twelfth and Locust streets; Teachers' College, Park and Theresa Aves., Tuesday afternoon; Soldan High School, Union and Kensington Aves., general meetings; Union Club, Jefferson and Lafayette Aves., play festival.

Saturday, April 23rd, 8 p. m.

Committee of Nineteen.

Monday, April 25th, 10 a. m.

Committee of Nineteen.

Monday, April 25th, 7 p. m.

Board meeting.

Tuesday, April 26th, 2 p. m.

Conference of Training teachers and supervisors. Closed meeting.

The Materials of the Kindergarten.—Miss Maria Wade Abbott, Teachers' College, Columbia University.

Tuesday, April 26th, 8 p. m.

First open meeting of the International Kindergarten Union.

The Making of Our Little Citizens—

1. The Changing Population of our Large Cities.—Mrs. Anna Garlin Spencer, Director of School of Ethics and member of faculty of New York School of Philanthropy.

2. The Kindergarten and the Family of the Little Foreigner.—Miss Hortense Orcutt, Supervisor of Free Kindergarten Association, Savannah, Georgia.

3. The Process of Americanization in the Kindergarten and the School.—Mr. Frank Manny, Principal, Western State Normal School, Kalamazoo, Michigan.

Wednesday, April 27th, 9:30 a. m.

Invocation.

Address of Welcome.

Response.

Report of Recording Secretary.—Miss Caroline D. Aborn.

Report of Corresponding Secretary and Treasurer.—Miss Ella C. Elder.

Report of Auditor.—Miss Margaret Giddings.

Report of Committee on Foreign Correspondence.—Miss Netta Faris, chairman.

Report of Committee on Propagation.—Miss Ada VanStone Harris, chairman.

Report of Parents' Committee.—Miss Fanniebelle Curtis, chairman.

Report of Committee on Foreign Relations.—Miss Annie Laws, chairman.

Report of Committee on Nominations.—Miss Mary D. Shute, chairman.

Appointment of Committee on Time and Place.

Reports of Delegates.

Wednesday, April 27th, 2 p. m.

Discipline and the Kindergarten—

1. The Psychology of Discipline.—Prof. Edwin A. Starbuck, Iowa State University, Iowa City.

2. Froebel and Discipline.—Miss Laura Fisher, Boston.

3. Common Sense and Discipline.—Miss Anna Williams, Supervisor of Kindergartens, Philadelphia.

Wednesday Evening, 8 p. m.

The Renaissance of Play.—Speaker to be announced.

The Service of Dr. Harris to the Kindergarten.—Miss Susan E. Blow.

Thursday Morning, 9:30 a. m.

Business meeting.

Thursday Afternoon, 3 p. m.

Play Festival—

Four groups of games will be played by Kindergartners from Boston, New York, Chicago and Cincinnati, and St. Louis will direct the general games in which it is hoped all visiting kindergartners will join. The board requests that those participating in the games wear white dresses.

Friday Morning, 9:30 a. m.

Past and Present Conditions in the Kindergarten—

Literature.—Miss Stella Wood, Minneapolis.

Music.—Miss Emilie Poulsson, Hopkinton, Mass.

Handwork.—Miss Jane Hoxie, Chicago.

The Permanent and the Changing Element in the Kindergarten.—Miss Lucy Wheelock, Boston.

Friday Afternoon, 2 p. m.

The Beginnings of Manual Art in the Kindergarten.—Walter Sargent, University of Chicago.

The Beginnings of Musical Art in the Kindergarten.—Mrs. Frances E. Clarke, Supervisor of Music, Milwaukee, Wis.

EDUCATIONAL EXHIBIT

There will be an exhibit of work showing the

historic development of Handwork in the Kindergarten, some of the first work ever given in this country being shown, as well as the latest expression in the improved materials and colors. There will also be shown an interesting collection of the early literature and music books in contrast with the latest books in these arts.

ACCOMMODATIONS

Hotel Jefferson, Headquarters, Twelfth and Locust streets. European plan. Rates: Single room with bath, \$2.50 per day and up; single room without bath, \$1.50 and \$2.00 per day; double rooms with bath, \$1.50 per day per person and up; double rooms without bath, \$1.00 per day per person and up.

Planters Hotel, Fourth and Pine streets. European plan. Rates: Single room with bath, \$2.50 per day and up; single room without bath, \$1.50 and \$2.00 per day; double rooms with bath, \$1.50 per day per person and up; double rooms without bath, \$1.00 per day per person and up.

Southern Hotel, Broadway and Walnut streets. Rates: European plan, \$1.50 per day and up; American plan, \$3.00 per day and up.

Maryland Hotel, Ninth and Pine streets. European plan. Rates: Single room with bath, \$2.00 and \$2.50 per day; single room without bath, \$1.00 and \$1.50 per day; double rooms with bath, \$3.00, \$3.50 and \$4.00 per day; double rooms without bath, \$2.00 and \$2.50 per day.

Marquette Hotel, 18th street and Washington avenue. European plan. Rates: Single room with bath, \$2.00 per day and up; single room without bath, \$1.00 per day and up; double rooms with bath, \$1.50 per day per person.

Hotel Beers, Grand avenue and Olive street. European plan. Rates: Single room without bath, \$1.00 per day and up; double room without bath, \$1.50 per day and up; rooms with bath, \$2.00 per day and up.

Usona Hotel, Kingshighway and McPherson Ave. American plan, \$2.00 per day.

Hamilton Hotel, Hamilton and Maple avenues. European plan, single room with bath, \$1.00 per day; American plan, single room with bath, \$2.00 per day.

Windemere Hotel, 5601-7 Delmar Boulevard. American plan. Rates: Single room, \$1.50 per day; double rooms, \$2.00 per day.

Delegates desiring accommodations in family hotels and private houses (\$1.00 per day) should communicate with Miss Clara P. Albright, Clark School, Union and Fairmount Aves., St. Louis.

Hotel Jefferson, the Planters, Southern, Maryland and Marquette Hotels are about thirty minutes by trolley from the places of meeting. The Beers, Usona, Hamilton, Buckingham, Windemere are from ten to fifteen minutes by trolley.

RAILROAD RATES

Every effort has been made to secure special railroad rates, but without success. The Central Passenger Association, in whose territory St. Louis is located, finds it inadvisable to grant special rates, and this decision debars other roads from making concessions. Considerable reductions from the regular fare can, however, be made by the purchase of ten-party tickets. One way rates for ten or more persons traveling on one ticket are offered as follows:

Special Rates. Regular Rate

Boston	\$23.75	\$26.25
New York	19.65	24.25
Philadelphia	19.35	21.00
Washington	17.90	20.25
Buffalo	14.20	16.75
Pittsburg	11.30	14.00
Cleveland	10.75	12.50
Cincinnati	7.00	8.00
Indianapolis	5.05	7.00
Louisville	6.00	7.05
New Orleans	14.15	18.00
Atlanta	12.80	16.40
Denver	19.85	21.35
Omaha	8.25	10.25
Kansas City	5.50	7.00

BAGGAGE

St. Louis Transfer Co. Representative on train.
To Hotels Jefferson, Planters, Southern, Maryland, Marquette\$.2
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A MAY DAY PLAY

MARY LOIS LOUDON

Characters

The Sunshine—Pin large stars on the children dresses or waists, and let them carry wands with large five pointed stars at the ends. If the day is bright some of them might carry glass prisms to catch and reflect the sunlight.

The Showers—Have a number of children come in with small umbrellas opened as if in the rain.

The Spring Winds—The children may gently sway their heads and hands and bodies to suggest the soft spring winds.

The Flowers—Have the children wear flowers in their hair, carry flowers in baskets or in their hands and have flowers and leaves fastened to their dresses.

The "Sunshine" children come in first, running lightly and waving their wands.

Recite.

First comes the sunshine.

The "Shower" children come in with their umbrellas and stand near the "Sunshine" children.

Recite.

Then come the showers.

The "Spring Winds" come in swaying gently.

Recite.

Then come the soft spring winds.

The "Flowers" either come in now or jump up from places where they have been sitting.

Recite.

And then come all the flowers.

All join hands and sing to the tune of "My Bonnie lies over the ocean."

Sing oh-ho for the bright spring sunshine,
Sing oh-ho for the warm spring rain,
Sing oh-ho for the dear spring flowers
Who have come back to us again.

NEWS NOTES

Philadelphia—The annual meeting of the Inae Association of the Philadelphia Training School for Kindergartners, was held at the School of Industrial Art, Saturday afternoon, Feb. 26th. Anna L. Young, president, in the chair. The speaker of the afternoon was introduced, Josiah H. Penniman, professor of literature at the University of Pennsylvania, who gave a lecture on Charles Dickens."

In his introductory remarks Dean Penniman said he felt reluctant to say anything about childhood going to the company before him, kindergartners being the subject so thoroughly. This knowledge may serve well in the study of Dickens, and his characters, for he possessed an eminently child-mind. This enabled him to grasp events from the child's standpoint. The experiences which come to the child are ever fresh and full of novelty, and Dickens looked at the events of life in the same manner.

The best way to get a thorough knowledge and appreciation of Dickens is to study him "first hand." Read his books, study the characters and deal with them in his early environment.

Childhood was filled with privations, so there is an underlying thread of sympathy in his stories. The humanity of his peculiar characters never fails to reach the reader. His strong pen pictures leave a strong impression on the mind and heart.

His characters are sometimes exaggerated but this very feature which causes them to stand out vividly and unique from other writers. Forefathers of Dickens—such as Fielding, Richardson, Sterne and Sterne had qualities we find exaggerated in Dickens and Thackeray.

As last mentioned were compared and Dickens is found to always write with a distinct moral sense. He has been criticized as being superficial but when we study him we find he does not lack the deep qualities of character.

Possessing a child-like mind he drew upon the power of his imagination. Nearly all his stories are of the fairy tale idea. He spiritualizes, and the human touch to inanimate things. For example, the description of the wind in the story of the "Christmas Chimes."

His studies atmospheric effects and makes a point of describing the weather in describing various situations. He is a writer who thinks of the present rather than the total effect. Another characteristic of Dickens is his good mood.

In real life, and in Dickens' stories we see children are made precocious through suffering and deprivation. Imagination is cultivated, a sense of humor developed amid circumstances that to an observer would seem crushing and

He also grasped the humor of a journalistic life by being at one time a newspaper man. His life from this standpoint in "Pickwick Papers."

Simplicity is prominent in all his stories but the point of the poor is usually presented wisely and well. The feature ever prominent is the child character. In "Bleak House" the story is almost entirely composed of children. He brings in any character which will cause a vivid mental picture, the use of the theatrical and caricaturing method. He writes for a definite purpose so sets the story with as much depth of detail as possible.

Before closing Dean Penniman read extracts from "Martin Chuzzlewit" and some of the short

stories. His hearers felt they had experienced a new and deeper appreciation of Charles Dickens than they possessed before.

A pleasant informal social time followed the lecture, and when the hour for departure came, those present felt it had been a thoroughly profitable and most enjoyable afternoon.

Des Moines, Ia.—The Froebel Association gave its annual social event at Hoyt-Sherman place on Froebel's birthday. It was a colonial party, and in every detail of the affair the colonial idea was carried out. The interior of the club house was beautifully decorated with flags.

Guests numbering about 175, all appeared in colonial costumes, and they were received by Miss Marie Preston, Miss Minnie Hyland, Miss Ruth Denny, Miss Anna Dixon, Miss Sadie Galbraith, and Miss Ethel Banta.

One of the prettiest and most effective features of the evening's entertainment was the minuett dance, participated in by sixteen young women attired in colonial costumes. Their dancing was full of grace and rhythm, and the scene was most artistic.

The charades presented by several of the young women in fancy costumes was another notable feature. During the evening Miss Anna Dixon contributed a group of songs. Refreshments were served in the dining room, from a handsomely appointed table, which was adorned with red roses. Mrs. Ora Brockaway presided at the table. Six young girls, three dressed as men, and three as girls, assisted in serving. Two girls of Webster school, one representing George Washington and the other Martha Washington, served as door pages. The guests included the members of the Froebel Association, the principals of the various schools and the wives of the two superintendents.

Toledo, Ohio—The Misses Law's Froebel Kindergarten Training School—Miss Mari Ruef Hofer, who gave a course of theory and practice in folk songs and games at The Law Kindergarten Training School in January, is now giving another course. Miss Hofer addressed The School Mistresses' Club at their annual banquet, at The Boody, Saturday evening, March 19th.

ANN EGG HUNT

The following additional suggestion for the first week's work in the Lileon Claxton article reached us too late to appear in its proper place on page 252, hence is given here:

An egg hunt on the lawn or in the kindergarten is a delightful affair in connection with the subject of the week.

If the festival is to take place on the lawn, the children should prepare pretty baskets with handles on them so as to hang them about the shrubbery. The teacher fills these baskets with eggs and hangs them in place before the children go to the lawn. Each child looks for his own basket. A golden egg has been made by one of the children, painting a hen's egg that has previously been boiled hard. The children search for the golden egg and the one who finds it is "sharp eyes" truly.

If the egg hunt be conducted in the kindergarten room, the children may make rafta nests. These will be tucked in all sorts of out of the way places. It is desirable to have more nests than children so that there will be more than one opportunity of finding the nests. A basket may be placed in the center of the room, and as the children find the eggs they may put them in the basket. Later in the morning they will be divided among the children. In this way all will have the same amount of eggs.

TO KINDERGARTNERS AND PRIMARY TEACHERS

So strong is our belief that our list of publications will not only be of intense interest to you, but to the children under your care and charge, that we urge you to secure our catalogue and examine it. Our JUVENILE and NURSERY BOOKS FOR BOYS, GIRLS and the LITTLE FOLKS are well worth your attention. Space prohibits details, but a POSTAL PLACES OUR LIST IN YOUR HANDS by return mail.

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LOOKING PLEASANT

Why is it that most people, as they walk along the streets or ride in the cars, have such an unpleasant expression? If one will observe even casually the people he meets in a day he will be impressed with the pained and sullen and disagreeable countenances. We live in a rush, and the average person is bent on some errand or business and is absorbed in that; we are all rushing to get something or somewhere. With this absorbing our attention we haven't time to attend to our facial expression. We are not sure, however, that this is a matter of permissible indifference. If one does not believe that his countenance adds to or detracts from the lives or expressions of others let him pause for a moment before that now celebrated "Billiken." It is almost impossible to look at the little imp and not smile. The Japanese teach their maids in the hotels, and those also in higher walks of life, the art of smiling. They are compelled to practice before a mirror. One can not stay long in Japan without being inoculated with the disposition to "look pleasant." The "look pleasant, please," of the photographer goes deeper than the photograph plate.

No one wants to associate long with an animated vinegar cruet. A disposition is easily guessed from the angle of the corner of the mouth; a disposition is moulded by compelling those angles to turn up or down. If a merry heart maketh a glad countenance it is also true that a glad countenance maketh a merry heart—in the one who has it and in the one who beholds it. "Iron sharpeneth iron. So a man sharpeneth the countenance of his friend."

The department of agriculture has recently been informed that certain of its publications dealing with eucalyptus have been misquoted by several companies interested in selling lands. For instance, Circular 97, of the Forest Service, has been misrepresented as saying that California will in a few years be the only source of hardwood supply in the United States. Such a statement has never been made in any of the Forest Service publications and is not considered a fact.

The department experts believe that there is promise of considerable success in the cultivation of eucalyptus trees in many parts of California, but estimates of profit and of growth have been attributed to the department which are unauthorized. There are many uncertainties connected with eucalyptus culture, the gov-

THE RIVERSIDE EDUCATIONAL MONOGRAPHS

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The Kindergarten-Primary Magazine

VOL. XXIII—MAY, 1910—NO. 9

IMPORTANT

NOTWITHSTANDING the fact that we have requested that all subscriptions and advertising communications be sent to the business office at Manistee, Mich., we are frequently delayed by the sending of business details to the editorial office.

Please send all editorial matter, except late news items, to the New York office, and business letters to the Manistee office.

KINDERGARTEN MAGAZINE CO.

The Kindergarten-Primary Magazine

Dedicated to the Child and to the Unity of Educational Theory and Practice from the Kindergarten Through the University.

Editorial Rooms, 59 West 96th Street, New York, N. Y.
Lyell Earle, Ph. D., Editor, 59 West 96th St., New York City
Business Office, 276-278-280 River Street, Manistee, Mich.
J. H. SHULTS, Business Manager.

All communications pertaining to subscriptions and advertising other business relating to the Magazine should be addressed to the Michigan office, J. H. Shults, Business Manager, Manistee, Michigan. All other communications to E. Lyell Earle, Managing Editor, 59 W. 96th St., New York City.

The Kindergarten-Primary Magazine is published on the 1st of each month, except July and August, from 278 River Street, Manistee, Mich.

The Subscription price is \$1.00 per year, payable in advance. Single copies, 15c.

Postage is Prepaid by the publishers for all subscriptions in United States, Hawaiian Islands, Philippine Islands, Guam, Porto Rico, Tutuila (Samoa), Shanghai, Canal Zone, Cuba, and Mexico. For Canada add 20c and for all other countries the Postal Union add 40c for postage.

Notice of Expiration is sent, but it is assumed that a continuance of the subscription is desired until notice of discontinuance is received. When sending notice of change of address, both the old and new addresses must be given.

Remittances should be sent by draft, Express Order or Money Order, payable to The Kindergarten Magazine Company. If a local check is sent, it must include 10c exchange.

THE INTERNATIONAL CONGRESS AT BRUSSELS

E. LYELL EARLE

An event of International importance to educators will occur this August in Brussels, when the third International Congress for home education will convene.

Leaders in educational thought from all parts of the world will assemble on that occasion to bring their wisdom and experience to bear on everything that may be of benefit for the uplifting of humanity, and especially for the education of the child in the home, as well as in the school. The kindergarten will be represented especially by a committee appointed under the direction of United States Commissioner of Education Dr. Elmer C. Brown, Washington. The chairman of that

section is Mrs. Bertha Payne Newell, and Miss Patty Hill, professor of kindergarten education, Teachers' College, Miss Geraldine O'Grady of Chicago, Miss Lucy Wheelock of Boston, Mass., Miss Hortense Orcutt of Atlanta, Ga., and the editor of this magazine have been asked to act as members of a sub-committee. It is expected that Miss Hill will present a paper, and the editor of this Magazine hopes to do likewise, and be present in person at the convention and give special information for the readers of the Magazine and for kindergartners in general during the coming year.

A glance at the scope of the Congress will show its importance. The topics are live ones, and the questions selected for discussion are based on the great problems of the educational world today, and on the best of the sane practice.

It should be possible for the Kindergarten Union of America to combine in some way with the American representation at the coming Brussels Congress as a preparation for the pilgrimage for next year, and this Magazine places its pages and the equipment of the same at the disposal of the International Kindergarten Union for this purpose.

Suggestions are invited as to topics for special discussion at the Brussels Congress, as well as suggestions for the pilgrimage next year to the home of Froebel. All kindergartners who are planning to go to Europe this year, should send their names at once to the Magazine, and they will receive a slip from the committee of which Dr. Wm. Chandler Bagley is secretary.

The kindergarten movement in America has grown to such vast proportions, and the allied educational ventures it has fostered are of such importance, that educators of the world should know somewhat

of its extent and receive a portion of their enthusiasm for the welfare of the child.

The third International Congress on Home Education will be held in Brussels from the 21st to the 25th of August, 1910, in the building of the Palais des Fêtes at the Universal Exhibition. All parents, teachers and philanthropists, who have the improvement of humanity by means of Home Education at heart should hasten to send their subscription of membership (10 fr.) either to the Committee of Propaganda formed in their own country or to the Central bureau at 44, rue Rubens, Brussels.

The Belgian government has, through diplomatic channels, officially invited the different foreign governments to take part in the Congress on Home Education which will take place in Brussels on August 21 to 25, 1910. The majority have appointed delegates and have organized official Committees of Propaganda, or have encouraged the formation of committees through private initiative. The central bureau of the Congress will be glad to see these district and local committees of propaganda multiplied, and will gladly furnish instructions to any one willing to take the initiative. These committees can be formed up to January, 1910.

Numerous papers by experts in educational subjects will be sent from the various countries of the world to the third Home Education Congress at Brussels 1910. Different languages are admissible provided the papers end with short summaries, which will be translated into French. In this way the committee hope, to be able to send the eight volumes containing the papers to all subscribers two months before the opening of the Congress.

Nine volumes on education for 10 francs. Among the advantages reserved for members of the third International Congress on Home Education which will take place in Brussels from August 21 to 25, 1910, the following may be mentioned. All who have paid ten francs, either to the treasurers of the National or local committees, or to the central bureau of the Congress, 44, rue Rubens, Brussels, will receive free, eight volumes containing the papers read at the Congress and in addition, a ninth volume containing a report of all the meetings and discussions at the Congress, moreover those who go to Brussels will be entitled to free entrance to the exhibition. The first advantage alone is considerable, since a complete library, the most up to date that can be had on educational subjects, will be received at home at a reduced price; after the Congress these books will cost thirty francs and over, and as at former Congresses will be at a premium.

An exhibition of Home Education. Certain governments intend to arrange small exhibitions in their respective sections bearing on the third Home Education Congress. Programmes can be obtained from the central office, 44, rue Rubens, Brussels. These exhibitions will be under class 1 "Education of childhood." Those who are interested in organizing such exhibitions should arrange with the commissioners in their respective countries who are concerned with the organization of the Universal Exhibition at Brussels, 1910, before January 1, 1910.

PROGRAM OF THE CONGRESS

Section 1.—Study of Childhood

1. Study of the nature, the defects and the tendencies of children. Recent observations, methods, practical conclusions,

2. Measurements. Instruments, methods. Results.

3. Value of various methods for determining mental fatigue.

4. Subjects which tire the pupils least. Length of lessons, order in which the subjects should be taught.

5. Limitation of sedentary habits in the school and at home at various ages.

6. Initiation of the teaching staff into the rudiments of experimental psychology. The most practical method.

7. The usefulness of associations of parents in the study of childhood.

8. Fear in children. (General enquiry, primary causes).

9. Child suicides. (Causes and remedies, enquiries and statistics, examination of several cases).

10. Hereditary evils. Ways of counteracting their bad effects.

Section 2.—Home Education

(A)—General Questions.

11. The need of popularizing the idea of education in the family by organizing parents' associations, circulating pamphlets, etc.

12. The games, recreations and amusements of children which have an educational value.

13. Educative books. Prepared lists of the best picture books for children of from 3 to 7 years; the best illustrated books for children from 7 to 12 years; idem from 12 to 16 years; idem from 16 to 20 years.

14. How the family can contribute to the education of young people.

14. How the family can assist in spreading ideas of peace.

15. How by education the family can contribute to the increase of wealth.

16. The need of studying living languages. Methods.

17. Study in the home of a child's natural aptitudes and their development with a view to choosing a career.

18. Health and beauty in clothing.

19. Health, comfort and beauty in the home and the furniture.

20. The country family. Rural education. Return to the land. Advantages of country life.

(B)—Education Before the School Age

21. The feeding of infants. Practical advice.

22. The clothing of infants.

23. Education of the intelligence of young children.

24. First habits to be acquired.

25. Games which develop powers.

26. Instructive occupations for children.

27. The development of habits of observation.

28. Development of initiative and responsibility.

29. Arrangement of the child's room, or family room, from the point of view of the child's education.

30. Servants, nurses, governesses. Training schools. Certificates of capability.

(C)—Education During School Age

31. At what age should a child be sent to school?

32. Cases in which parents should apply principles of Froebel at home. Cases in which teaching of Froebel is justifiable at school. Views of parents with regard to Froebel schools.

33. Unavoidable shortcomings in school education. How to remedy these in the home.

34. Views of parents with regard to the curriculum in girls' schools. Importance of teaching the rudiments of child-culture, health, domestic economy and other things necessary for practical life.

35. In cases where boarding schools are necessary for young girls, how they should be organized so that they may reproduce the home as nearly as possible.

36. Ideas regarding the training of teachers of both sexes.

37. Times of examinations and holidays prevalent in different parts of the same country. Medical opinions sought.

38. How to devote more time in schools to the systematic training of character.

39. Manual work.

40. Education in aesthetics.

(D)—Education After School Age

41. Supplementary education to be given to young girls to fit them to become wives and mothers.

42. Preparation of those who are betrothed, for married life. Advice for the prevention of quarrels, for strengthening moral union and assuring happiness in the family.

43. Supplementary education of young men from the social point of view.

44. Aesthetic culture.

45. Home handicrafts for boys. Their hygienic and moral purpose.

46. The frequenting of educative clubs.

47. Travel, excursions, methods to follow.

48. Education in administration.

49. International exchange of children with a view to their learning languages and customs.

Section 3.—Abnormal Children

51. Classification, statistics.

52. Educative methods. Organization of special establishments for abnormal children, uneducated children, invalid children, epileptics.

53. Preparation of a special teaching staff for these schools. Cooperation between doctors and teachers.

54. How far and in what way is it possible to cooperate at home in the education of an abnormal child before, at, and after school age.

55. Cooperation of state in the education of abnormal children.

Section 4.—Various Subjects Bearing on Infancy

A. B.—The educative aspects of these subjects will have preference. Methods to adopt, etc.

61. Holiday work, work in the open air, school colonies.

62. Associations to fight tuberculosis.

63. Associations to fight alcoholism.

64. Associations for the protection of children cruelly treated, deserted, illegitimate, etc.

65. Associations for the protection of infants. Babies' outfits, the milk supply, creches, medical advice for babies.

66. Childrens' benefit societies.

67. Child life insurance, etc.

68. Childrens' courts.

Section 5.—Literature

The library of the International Committee of Education, 1, rue du Musee, Brussels, will receive with pleasure, all documents bearing on education (three copies of each).

MOTHERS' CIRCLES

DR. JENNY B. MERRILL, Pd. D.

LETTER III

Dear Mothers: As summer approaches you may appreciate a word of advice in regard to quieting playthings especially appropriate for use in the summer time.

While the little folks should, if possible, be out of doors much of the time, there are a few quiet indoor hours essential for rest in the middle of the day when the sun is at its height. Then, too, comes the rainy day. It is often impossible to induce a child to lie down and rest even on a hot summer day but wise mothers have a definite "rest hour," removing as much of the child's clothing as possible, bathing his face and hands and often suggesting that he play in the water to cool himself off. Splish-splash go the little hands for a few minutes. Then comes the question "May I sail my boat."

Toystores have doubtless flaunted their "sails" before your eyes or the children's as an invitation to provide such a plaything.

Children's toys follow closely on the occupations and amusements of their elders. Thus in summer time when rowing and sailing are among the sports of the season the little ones will be most interested to sail boats and to try to make them too.

Sail-boats and row boats, perhaps even a steam launch if there is a big boy in the family, will be in demand, but even a chip or two or stiff paper boats will keep the very little ones happy many a warm day though the pond be only the basin or the bath-tub.

At this rest hour, the child being in a semi-nude condition, no one need fear any damage from the water. Mopping up a little water is not as trying as taking care of a worrisome child for whom no appropriate play has been provided.

Sister's dollies, if celluloid or china, will add to the fun for they may man the boats or dive and swim and float. Clothespins will answer if real dolls are not of the right material for water sports!

Mothers and nurses should have a store of rhymes and verses on all interesting subjects in mind or good toy picture books to

refresh their memories for after the play in the water has continued long enough it may be necessary to use a little strategy to land the boats! One may say, "Come, now, I have a nice story to read to you about a boat and a dolly. Fasten your boats to the pier. Here are strings." "Throw your anchor overboard." Of course this may be real or make-believe for at this age, many children enjoy the make-believe more than the reality.

Let me say here that a happy exit must often be provided from a fascinating play by the mother before the child is over-fatigued.

The child does not realize that fatigue is approaching and hence there is often such an unhappy ending to a good play time that a young mother is discouraged. She must provide "the ounce of prevention" although it may not always prove the right remedy. Song and rhyme or story will often answer. Here I suggest Robert Louis Stevenson's "My Ship and I." Its rhythmic swing will charm and rest while it recalls the pleasant images of play. It will be found in many cases that children will pick up these verses and rhyme them over themselves while playing after hearing them several times.

"O, it's I that am the captain of a tidy little ship,
Of a ship that goes a sailing on the pond;
And my ship it keeps a-turning all around and
all about,
But when I'm a little older I shall find the secret
out
How to send my vessel sailing on beyond.

For I mean to grow as little as the dolly at the
helm,
And the dolly I intend to come alive;
And with him beside to help me, it's a sailing I
shall go.
It's a sailing on the water, when the jolly breezes
blow,
And the vessel goes a divie—divie—dive."

If some of the nursery scolding could be turned into nursery rhymes, it would be a saving of a good deal of heat in hot weather to say nothing of cold weather.

Emilie Poulsson, who has written the many finger plays so well known in the kindergartens of today, has recently written a book called "Father play." It contains a number of very pleasing rhymes connected with the use of water in the nursery intended to make a happy preparation for father's home coming.

Any book store that keeps a shelf for

children's books will do well to secure and recommend such a book. It should be in every child's library.

But we have not exhausted the subject of toy boats nor the nature of the quiet hour at high noon time, and the quiet or cooling play with water.

There are the ever puzzling magnetic toys with the witchcraft within the magnetic wand to induce little boats to glide and little ducks to move gracefully on the surface of the water. A fishing rod, too; this magnetic wand will prove as it draws the little fishes out of the pond.

It may be only once in a life-time but let no child lose the pleasure of a box of magnetic toys.

For older children a horseshoe magnet should be provided and its mysterious power will hold the child quiet, lifting needles and tacks, testing this and that object and wondering why one responds and another does not.

Do not offer explanations at too early an age. Let the child live in its wonder world. Wonder is the basis of reverence.

All the explanation we can gather for ourselves in the adult world ought not to lessen our wonder, but it is a dangerous thing to make a little child think himself wise in explaining things with a form of words whereas in reality he understands nothing.

He doubtless learns much by playing with magnetic and even mechanical toys but be content to let him quietly observe their action some years before any explanations are offered. Let him watch and wonder, thereby cultivating his power of observation and giving the great faculty of imagination an opportunity to develop.

Many an hour should be spent blowing soap bubbles during the summer time.

A book by the well known Beard sister published by Scribners, entitled "Little Folks' Handy Book," states that bubbles may be blown well through the hole of a wooden spool. If this proves true the implement for blowing will always be at hand. This little book is suggestive for home play with home materials. With it or with Miss Bertha Johnston's "Home Occupations" no mother need lack suggestion for

filling the hours of vacation days with pleasant indoor occupations.

J. B. M.

NOTE—It is suggested that kindergartners read this letter at the last Mother's Meeting of the term and other thoughts along the same line. The making of a doll's house which the kindergartner may promise to call to see after the opening of school, will suggest work in which, perhaps, father or older brothers and sisters will unite. It will also pave the way for the first visit early in September. Some young kindergartners find an excuse for a call proves an incentive for some visitation which they otherwise dread.

ETHICAL LESSONS FROM FROEBEL'S MOTHER PLAY

(A new translation by BERTHA JOHNSTON.)

THE FINGER PIANO

Not to th' external ear alone,
Doth Nature speak, or Art,
All lovely things the child's eyes see,
Make music in his heart.

* * * * *

RHYME FOR THE CHILD

Play a tune, my baby, please,
On the five piano keys.

Press each finger—sweet and clear,
Hark, melodious sounds I hear.

La (1), la (2), la (3), la (4), la (5); La (5),
la (4), la (3), la (2), la (1); La (1), la (2), etc.

Running up and down five notes of scale.

Gaily plays my child alone;
Sing to him with sweetest tone.

1 2 3 4 5
La, la, la, la, la, etc.

As the brown lark when he sings
Keeps in time with fluttering wings,

So my babe the keys will play
When his heart with song is gay.

Play a tune my heart to ease—
Sing a song, too, if you please.

Though the fingers, one and all,
Of my babe are weak and small,

Listen! Oh, how well she plays!
Sing, too, singing helps always.

Move the fingers; oh! what fun!
Now they trot, and now they run.

FROEBEL'S COMMENTARY

The fingers of the left hand of the child's guardian (preferably yours, dear mother, or later those of your darling) lie almost level, like piano keys, so that the bend of the knuckle-joints approximates a right angle, giving the fingers a certain elasticity. The fingers of the right hand press them down in the manner of playing the piano.

Here we find the first and simplest application in child-life of the point emphasized in the preceding little play; the importance

and significance of number in poetry and song, in its two-fold relation, as the measurer of quantity and the measurer of pitch; here as the regulator of melody and there as the regulator of verse-movement; above all, of the rhythm of movement which we call "time" or "measure." But you know now that, important in life as is the knowledge of the laws of motion, as much so is the regulation of movement. He who can harmoniously order all his movements, all his affairs, is called a man of "tact," of fine, delicate feeling. Would you, solicitous mother, neglect that, in the early nurture of your child, which makes him a child of true, fine tact, and thereby form him into a man of fine feeling? Cultivate early in your child the art of singing. You will learn later what a precious jewel you have placed in his possession. And in doing this you will yourself receive the benefit of the culture that lies in singing; at least in the ability to rightly appreciate it. A German teacher, who criticised us Germans, particularly in comparison with the Italians, as deficient both in an ear for music and especially in the formation of the vocal organs, attributed this to our failure to provide for our little children, in their early as in their later years, both a suitable and a sufficient training in vocal music and in freedom and sincerity in singing.

But ranking above this physical training is the cultivation of that inner harmony, that soul-music, whereby the inner ear perceives harmony precisely there where the external ear fails; finding in itself that harmony or discord imperceptible to the external sense. How important it is to awaken early in man at least the germs thereof; even though they do not unfold or form themselves into substantial shape in one's own life they at least teach one to understand and recognize these in others. Surely a sufficient return! For it both enriches one's own life and makes it (Oh, if we could but insure this to our children if too late for ourselves!) richer through participation in the lives of others. How else were our earthly life long enough to completely shape and perfect our nature in its depth and all-sidedness? We can do this only in that what we long to shape and carry into execution we recognize and acknowledge with honest appreciation as

mirrored in the lives of others. Thus it should be, for humanity as a whole, in unity, through mutual recognition, respect and appreciative acknowledgement should represent Man, perfect and divine.

May I say a few words now about the charming picture? Assuredly, thoughtful mother, you will help your darling to hear all that he sees is making music in the picture. The entire picture is one harmony. Where is the object that either does not join in or does not listen to melody? The ears and stalks of wheat softly join in the music, the musician is singing and to which the lark amidst them is listening; it sweetens the scent of the convolvulus for the bee, who for joy, vibrates in unison her humming wings. The gay-colored bird up in the leafy tree has placed himself directly above this spring and stream of music, that he may not lose one of the soft waves of sound. The yellow canary in the cage strikes in and warbles at times as loudly as if he would say "recognize also in what is small the power of the mighty Creator." And how charmingly chimes in the pretty play of the little brother and sister. Neither is aware of the other but both are absorbed in the harmony of their little tune. This I call the harmony of life! The artist could not have depicted it more beautifully. The two birds above the boy have drawn as near as possible in order to hear well. And the old music master above the boy, cannot leave it—one can fairly hear him—softly twittering in tune with the melody and making visible with his wings the beautiful law of motion. Even the thick-eared beetle forsakes the leaf on which he has been gnawing to approach nearer to the musicians. That to me is music! The colors say "when it comes to that, we do not remain at home." And where is a form, which, listening to the tones, does not glow in color? They paint the ears and stalks of wheat with gold; the lark is earth-colored that this aerial singer may escape capture in the protecting furrows; the faithful convolvulus is blue and the domestic bee is brown, and how rosy are the cheeks of the darling children! how brown the locks of the curly-haired boy, and how flaxen the hair of the blue-eyed maiden. Encompassing all, is the blue veil of the atmosphere from which the abundant foliage absorbs

the blue in full draughts with the golden sunlight, that the green of hope may adorn the children of earth. The beetle buzzes "And, you colors, you could forget me with my palette-like back;" then, in a variegated combination as when united on a painter's palette, the colors fly down upon the beetle's broad wings.

SUPPLEMENTARY REMARKS

"In all the mud and scum of things
There alway, alway something sings."

—Emerson.

The illustration of the Finger-Piano is a triple one. The central picture shows a picturesque youth playing an old-fashioned clavier his head raised as he sings and at the same time appears to listen to all the melody around him. A caged bird hangs above him. Through the window one sees town and trees in the distance. A picture stands at one side upon an easel and a palette with its colors and brushes rests upon the floor.

In the picture to the left we see some stalks of wheat with nodding ears, and a lark in the immediate foreground. A convolvulus, disproportionately large, rises from one corner, a large bee seeking an entrance to its heart.

The picture to the right shows a pretty pair of children, the boy playing a flute, the girl a zither. A very large beetle is in the foreground. The slender trunks of trees frame in and separate the three pictures. Tiny birds rest upon their branches.

At the top of the page the hands are drawn to illustrate playing the finger-piano. Accompanying each word of the German rhymes for the child is a numeral to denote its particular tone in the scale.

The Mother-Play of the Finger-Piano is peculiarly appropriate to May because in this month all Nature's harmonies of music and color are everywhere manifest. Even in the city the sparrow's notes acquire a more musical sound, the breeze whispers in sweeter tones, the skies are more lovely in hue—and the hearts of the children are most susceptible to all these joyous impressions and influences. They are eager to tell of the birds they have heard, the flowers they have seen—and a word from the teacher at the right moment and in the right way may help them to feel that all this beauty and melody is unavailing if the

spirit is out of tune with the happiness encompassing them. In our preceding number Froebel pointed out that without inner freedom no real freedom existed. In this commentary he shows that the appreciation of harmony depends on the acquisition of the inner harmony.

In addition to our more literal translation of Froebel's rhymes for the child we have written the following, which mother or teacher may find of use sometime when the child seems out of accord with its surroundings:

THE TUNING-FORK

Baby's cross as cross can be—
Mind and body out of key.
We the tuning-fork must seek,
With it touch her chin and cheek
Lightly touch each ear and eye—
Now the finger keys we'll try.
See! a smile! then sweet and clear,
Laughter's melody I hear.

We give also the following lines to the air of "'Give,' said the Little Stream."

SING, O! SING!

"Sing," said the Little Stream,
"Sing, O, sing! Sing, O, sing!
Sing," said the Little Stream,
As it hurried down the hill.
I am small I know, but wherever I go,
The fields grow greener still."

"Sing," said the Little Bird, etc.
As it warbled on the tree.
"Tho' small I be, if you follow me
You will e'er hear melody."

"Sing," said the Ocean Waves,
As they rolled upon the shore.
"Tho' wildly we break, upon sea or lake,
There is music in our roar."

"Sing," said the colors soft,
"In the song we'll take a part.
In the bubble's gleam, tho' we silent seem,
We make music in the heart."

CHORUS

Singing, singing all the day
Sing away, O sing away,
Singing, singing all the day,
Sing, O sing away.

PHYSICAL NURTURE AND MENTAL NURTURE

In addition to the exercise of the fingers in imitating the playing of the piano, the arms may be exercised by imitating violin playing, the use of cymbals, drum and other instruments involving movements.

The elements of music are time, and melody, pitch, with a combination of single notes into chords of harmony. In kindergarten children express their sense, their

knowledge of time, of measure, by clapping in unison, or time with music, or with the counting of some one person. One child may be allowed to beat the time of a familiar tune with a small baton if no instrument is at hand. At the beginning the air selected should be one whose time is very marked.

Children may also skip, run, march or hop in time with the music, the little ones having exercise in counting. This enables the teacher to observe how closely the children feel the pulse. Deaf people enjoy dancing to music they cannot hear but whose pulse they feel.

Vary this exercise by having some child beat upon the desk, lightly, some well-known tune and see if the children can guess it by the rhythm. (Many of these exercises may be used between lessons to give the children recreation and change of thought.) They may stand in the places between aisles and mark time with their feet as do soldiers. Play sitting in a row-boat and rowing in time—all together.

Speak of trapeze performers and necessity of their working in absolute harmony, so that when one leaps the other may be ready to catch him. Sailors chant a peculiar air "heave-o" when they pull the ropes in unison.

Let the boys and girls bounce balls in unison, and vary by bouncing over the shoulder, into the air together. Distribute kindergarten worsted balls, alternating colors. Those holding yellow ones toss all at once. Those holding blue, toss, all together, etc.

It is of interest to Americans to learn from Froebel's Commentary that the German people whom we regard as pre-eminently musical could have been at one time criticised as lacking in musical education. It is well for us to learn also that musical training both of the ear and of the vocal organs cannot begin too early. The mother's soft melodious singing has a real influence upon the susceptible nervous system and spirit of her little one. When he begins to talk and to sing she can see to it that he uses sweet, musical tones.

The kindergarten children have a great deal of exercise both in singing themselves and in listening to good music. Older children may be given practice in recognizing

tones by the teacher's striking a note on the piano and letting the children afterwards pick out the right key or tell its number in the scale, the teacher having given them the keynote. This is the teacher's opportunity to discover if any of the children are tone-deaf.

Let one child who is familiar with an air, go to the board and draw loops upon it in time with the tune and let the other children keep time with her, 1, 2, 3, 1, 2, 3, 1, 2, 3, etc. Let each child bring a sentence descriptive of something springlike they have seen or heard, and sing it to some improvised tune.

Older children may be interested in learning something of the development of the present mode of writing music. Was it always written in two staff with five lines to each? No, at first there were a great many lines and spaces, new lines being added as new opportunities for expressing tones were achieved. Finally, it became so difficult to read a staff of many many lines that a simpler method of music-writing was evolved, the two staves, major and bass, were formed made of five lines each, a separate signature for each, and broad space between the two with opportunity to add extra or leger lines when required.

Let the children close their eyes and tell what sounds they hear—are they all musical? What did they hear on way to school? What do we call sounds, calls, etc., made by cat, dog, calf, cow, horse, crow, pig, goose, frog? Is the cry of the jaybird or crow ever musical? In the Neidlinger song book is a merry little song "The Little Kitten Says 'Me-ow'" which younger children will enjoy singing.

A phase of physical and of mental culture is that incident to observation, comparison and judgment concerning color and color harmonies. Let the children tell of the different tints and colors they have seen en route to school. What colors do they observe in the dresses, ribbons, coats of their classmates? When do they appreciate bright colors best, on a dark, rainy day or on a sunny day? Why? Discuss the protective coloring of birds and animals. Is there any relationship between the bright red of certain berries and the birds? Why are the mother birds plainer in color than the father bird? What about those birds

like the ptarmigan that change their color with the season, white at one time and brown at another. Painting and chalk work are of course appropriate here. Help the children to feel the color to be found in the bare fields of early spring.

SPIRITUAL NURTURE

The German word "Takt" comes from root meaning time, in the sense of measure it also has the meaning similar to the English word "tact." The English word comes from a root meaning touch, feeling, sensibility. Whether or no Froebel in his love for playing on words stretches a point here is not very material. It is certainly true that the man who controls and regulates all his movements in harmony with the eternal laws, grows to be a man of fine feeling, of tact. It is also true that it is well to train a child from his earliest years to be kind and tactful, to seek to bring harmony into his own life and those of others. What relation has tact, sympathy, the ordering of one's daily affairs to early training in music? Train a child to recognize and delight in the concord of sweet sounds, to enjoy the musical rhythm of poetry, to prefer harmonious sounds to discords and as a second step, if deliberately undertaken it will be easy to train him to look for hidden harmonies of soul and spirit, in the person around him. Let him be led to feel that a nature rightly understood, even in the moments of thunder and crash is still harmonious and he will wish to add to the melody his quota of soul music.

Tell them of Mrs. Rice, in New York who has organized a society for eliminating as many as possible of the discordant sounds in a great city. How agonizing for invalids the unmusical sounds of a noisy thoroughfare. Perhaps some of our classmates may be instrumental in lessening the painful sounds made by trolley cars, and the shrill whistles of engines. Tell of the orchestras and choruses in which each player and singer must do his part in accordance with the others in order to make a perfect whole. Have them learn parts of George Eliot's beautiful poem the "Choir Invisible." "Oh, may I join the choir invisible, whose music is the gladness of the world." May we each become members of this wonderful choir? All nature, as said above, is musical at heart. The billows of Old

Ocean break in long musical moan upon the shore; the tides rise and fall rhythmically, the tree-leaves rustle soothingly, the heart beats in perfect measure. The ancients believed so sincerely in the music universal that their great philosopher Pythagoras said there was a music of the spheres, and still another philosopher said that the "mere proper motion of the planets must create sounds and as the planets move at regular intervals the sounds must be harmonious."

Tell of Beethoven who became deaf but could still conduct his orchestra and compose wonderful music that he heard in his inner ear.

In this Commentary Froebel suggests the lesson which is perhaps one of the most important and also one of the hardest for human nature to learn. We wish to become a great singer, but there are physical limitations perhaps which prevent that achievement we long for; can we learn to recognize and rejoice in the accomplishment of another, realizing that in his achievements all human nature participates? We may not all be artists or poets, or managers of vast commercial interests, but those who do accomplish noble results in song or poetry or business are human beings and I, as a human being, am sharer in all that they do. They could not accomplish what they did if there was not the body of humanity to encourage them and to applaud when they did attain victory although we know that the greatest deeds have been not for applause but because humanity needed service and the great ones of the earth are those who love to serve. The point is, that we are all members, one of another, and therefore we do rejoice with those who rejoice and we mourn with those who weep; we glory in the man who finds the Pole because in doing so he reflects glory upon all mankind; the American is glad when an American composer or inventor wins honors because he as an American claims a share in the honor. If, then, our little self is enlarged by the achievements of our larger self we should feel responsible to add our quota to the general good. We may not be able to sing or play or paint but what our hands find to do we may do with fidelity; if we make the piano upon which the virtuoso plays or the paints the artist employs or the bricks which house the

orchestra let us see that while we do our part perfectly we also let our hearts sing in unison with the general harmony, and be glad that **someone** can vocally sing, can take the part in the chorus which is denied to us. Honest discontent need not be unhappy; querulous envy or jealousy never adds to the melody of life.

Some years ago the writer translated for the Kindergarten Magazine some beautiful lines by the German poet Uhland, "Das Schiffelein." In this poem we are told of the little boat which floats silently down the stream, for those within it are strangers. Soon one man forms a flute from his staff, another joins in with a horn; then the maiden who had sat as if dumb adds the music of her voice, and the rowers keep time with the oars. The little boat floats along laden with song. This has been put to music and would be a beautiful song for a graduating class.

Froebel has pointed out how essential it is that the heart should be attuned to music if it is to perceive melody and harmony, or to express harmony. In the crooked body we may see the singing spirit; the heart in accord with the great heart at the center of life, may strike music from the hearts of others as it comes in touch with each in the course of the day.

A great pedagogical lesson may be learned from this Mother Play. Froebel has been speaking of great, profound, philosophical truths and yet, when he turns to the child how quickly he drops the profundity to become simple and child-like. He calls the attention of the little one to the objects in the picture. When he mentions the harmonies of sounds the colors are represented as playfully saying "when you speak of harmony you must not forget us," and the beetle playfully reminds the colors that they must not overlook his broad palette-like back, awaiting their attention. If one could but catch the simple, playful spirit in which Froebel always approaches the child the kindergarten would be safe from criticism. It is this lesson of simplicity and natural playfulness that mothers and teachers need to acquire in administering the philosophy of the kindergarten.

Confucius said "Wouldst thou know if a people be well governed, if its manners be good or bad, examine the music it practices."

TRAINING TEACHERS' SESSION OF THE INTERNATIONAL KIN- DERGARTEN UNION

FOREWORD

At the close of the session for training teachers and supervisors at the Buffalo meeting of the International Kindergarten Union, a motion was made requesting the new board to consider the possibility of a further study of the paper on "The Materials of the Kindergarten," presented at that time by Dr. John August Mac Vannel of Teachers College, Columbia University.

In the light of this suggestion, the chairman of the Committee on Training and Supervision submitted to each member of the committee three subjects (with the names of three speakers from which to select one) for the next session of the International Kindergarten Union to be held in St. Louis. A majority vote of the committee decided in favor of the proposition to have a paper written by a teacher who had worked directly under Dr. Mac Vannel's supervision in applying to the daily practice of the kindergarten and the training of the kindergarten the philosophical principles underlying his paper.

Miss Julia Wade Abbot, of Teachers College, was asked to write the paper, and it was decided to follow the precedent established last year of publishing and circulating the paper in advance of the meeting, leaving the immediate session for further illustration and free discussion.

Committee on Training and Supervision

Miss Patty S. Hill, Chairman; Miss Elizabeth Harrison, Miss Laura Fisher, Miss Alice E. Fitts, Mrs. Mary Boomer Page, Miss Julia Bothwell, Mrs. Orietta Chittenden, Miss Margaret Leonard, Miss Alice Temple, Mrs. Margare Stannard, Miss Mabel McKinney, Miss Caroline M. C. Hart, Miss Ruth Tappan, Miss Anna H. Littell, Miss Alma M. Binzell.

THE USE OF MATERIALS IN THE KINDERGARTEN

JULIA WADE ABBOT

It is the object of this paper to furnish an illustration of "The Method of Using Materials in the Kindergarten." This method has been developed at Teachers College with the students in the Training

Class, and with the children in the kindergarten, the nature of the development differing only in the greater or less maturity of the group. The same principles are applied to all the materials of the kindergarten, songs, games, stories, conversation, gifts and occupations, and to their arrangement in the kindergarten program, but in this paper these principles are developed in relation to occupation material. The general nature of the use of any material is given by Dr. Mac Vannel as follows:

"The contribution of the children is instinctive or impulsive activities. Through materials, the teacher presents a stimulus. The first motion is along the lines of the characteristic feature (or mode of action) suggested by the material or stimulus. Among the children (as in every form of life in a group) variations take place. The valuable ones are consciously selected and made the basis of activities moving to higher levels of experience. Expression of idea through technique, which transformed through comparison, emphasis, selection, criticism and reconstruction, is made the basis of a movement to a higher form, with correspondingly greater control, deepening appreciation, fuller realization of the meaning and significance of the experience to which expression is given."

In another place in his paper, Dr. Mac Vannel states this more briefly. "Method as the realization of experience involves— (a) Activity, in the sense of experimentation; (b) Selection among and emphasis of such variations as approximate to or manifest a general principle or standard; (c) Organization through emphasis, selection, imitation, suggestion and the influence of vital personality. The movement is through activity (experiencing) to selection, to higher activity through a ceaseless process of organizing and reshaping experience."

In the development of any material, as Dr. Mac Vannel has stated, there are three factors, the material, the reaction of the individuals using the material in the sense of experimentation, and the teacher who presents the material and organizes the experimentation of the particular group with which she is working. While this statement is applicable to both the student in the training class, and to the children in the kindergarten, it seems better for our

purpose to illustrate the method as developing with the children, because in the movement from the first instinctive activity to the more perfected results of the oldest kindergarten children, every phase of the process may be illustrated.

The child's contribution to the process is activity in response to the stimulus presented in the form of material. His attitude to any object is always in terms of what he can do with it, and he discovers its possibilities through experimentation. The nature of the material gives character to the experimentation, dry sand is sifted through the fingers, the pail is filled with wet sand, turned over and a form appears, buttons, having holes, are strung on a thread, spools suggest wheels for the wagon made of a box cover, mud is patted into pies, pencil marks are scribbled anywhere and everywhere. Thus the teacher, in bringing to the child any kind of material, offers a particular stimulus, defines a situation. The problem then of the kind of material that should be presented to the child of kindergarten age is suggested. From the standpoint of our subject, "The Use of Materials," all material that is simple and plastic enough to be used by children of kindergarten age with an increased control, and a freer and more artistic expression of ideas, is suited to this stage of development.

Materials then are regarded in the light of stimuli to the child's instinctive activity. Dr. Mac Vannel's first statement suggests the method of development in a general way. Variations occur in the first response of the group to the material. The teacher's selection among these results is the basis for renewed activity on a higher plane because of an increased control over the material, a clearer consciousness of the ideas that may go expressed in that particular medium, and a renewed sense of the relationship between the two.

Variations occur at each stage in the process, through the characteristics of the material, such as texture, color, size, form, number, etc., and because of the way different minds react to any particular stimulus. The teacher's selection among the results of the activity is the element which brings about development in the use of the material. It is her realization of what is

valuable in what has happened that lifts the unconscious expression of the children into something more conscious and more controlled, and unifies the experimentation of the group. But how is the teacher to know what is valuable in any experience? What controls her selection in each stage of the process so that there may be progression in the children's activity? If the use of material is to be really educative, the teacher must have a standard.

This standard must enable the teacher to realize both the end and the beginning of the process. To see the beginning, she must have a general knowledge of the various ways that children might respond to materials, and she must also know the possibilities of the materials themselves through her own experimentation and use of them as mediums of expression. In addition to this, there must be a realization of the possibilities of material through the results of others' experimentation and organization, and there must be an appreciation of larger and more beautiful forms of expression as embodied in the art products of the race. All these elements contribute to make a general standard, but the standard would have no meaning if it were not always viewed in relationship to the various stages in the child's development, so that through the organization of the activity there is a growing realization on the part of the children of the possibilities of the particular medium. Therefore the standard must also include a knowledge of the children's reactions at various stages in the use of the material. The standard is necessarily both adaptable and growing. It is adaptable because it is never seen apart from the present experimentation of the group, however crude that expression may be. The teacher's attitude is constantly, "In the light of my standard, what is significant in what has happened." The selection is always in relation to the particular stage in the use of the medium, not the most difficult nor the most finished result is selected, but that which will best serve as a means of organization for the work of the whole group. The standard is a growing one because it is constantly enlarged by the renewed suggestions, offered by the children's activity from day to day, and from year to year, and by the increased

elements of control thus offered the teacher. The teacher's larger appreciation and new ideals gained through experience also contribute to the growing standard.

I should like to suggest some practical results of (1) The recognition of material as a stimulus. (2) The selection of actual results of experimentation as a basis for renewed activity.

(1) If material is regarded as a stimulus, the manner and form in which it is presented to the child are of the greatest importance. Material must be presented in an orderly and artistic form, combinations of color must be harmonious, the forms presented must be suggestive, and care should be taken in the combinations of different kinds of material. As the result of one stage in the activity are regarded as suggestions for further activity, the artistic mounting of the work and placing in the kindergarten room are of great value in the children's realization of the nature of the results, and the work bound in books may serve to each child as a summary of the process of various materials at the end of the year.

(2) The selection of the actual results of experimentation as a basis for renewed activity brings about a clearer realization on the part of the children of the nature of the standard, and supplies a standard that may be approximated by all the members of the group, because it is related to that particular level of experience. Then, too, the expression is always the children's own, and so has that freedom and naivete which characterizes children's work, and which is often more artistic than the more conscious expression of the adult.

In using the same method with the students in the training class and with the children in the kindergarten, the student in her junior year is realizing the principles underlying the process through their constant application in response to the experimentation of the junior class. As the same principles emerge in the use of various materials, they begin to be defined as "principles." The student also gains a larger idea of the possibilities of each medium through the experimentation of the individuals in her own class, for while the method is the same with children and students, the capacity and experience of

the maturer group of individuals carries on the process more quickly and with more finished results. The presentation of the results of others' experimentation as embodied in schools of weaving, folding, etc., also becomes a part of the student's knowledge of the material. In the senior year, the materials are considered in relation to the activities and capacities of the children, and given practical application in practice teaching.

A general idea of the movement in the process from the first experimentation to more adequate forms of expression has been given. I shall now try to suggest with more detail the nature of the experimentation, and the particular organization as related to successive stages in the use of the material. I shall then illustrate the process with two kinds of materials. To quote Dr. Mac Vannel's statement again, "The first motion is along the lines of the characteristic feature suggested by the material." As for example, in painting the natural response would be the putting on of color, in sewing pulling the thread in and out of the holes in the card. In the first activity variations occur. In painting one child may cover the paper with color, another may put on spots of color, one may use a great deal of water, another very little, one may scrub with his brush round and round or back and forth, another use longer and freer strokes. This first uncontrolled experimentation has brought about a certain familiarity with the material before the teacher has emphasized any particular result. With the repetition of the activity, however, the nature of the emphasis is not merely "putting on color" but "how it is put on." The emphasis may be upon spotting, or it may be upon covering the paper with long strokes of the brush, but through the control of the activity, the quality of the result has been improved. And so with all materials the first emphasis upon the characteristic activity suggested by the material leads to the organization of the process underlying each material, from just "putting on paint" to "how we put it on," from "putting a needle in and out holes," to "how we put it through one hole and into another so as to make a stitch." The variations that occur through the characteristics of the

material offer a means of repeating the activity with ever varying interest and new possibilities. The paper may be covered with one color, another paper have a different color washed on. Different parts of the paper may be colored, or two or more colors may be applied on one paper and the blending of color where they touch suggest floating one color into another. Papers of various shapes may be presented, offering suggestions for the placing of color, as around the edge of a circle, or in the corners of a square, etc. The repetition of the activity results in an improved technique, and because of this increased power over material, the results will become more and more perfect and more suggestive. Through this continued and varied repetition of the activity, there enters another element in the development of the process. Ideas are suggested by the accidental forms resulting from the application of the paint or by the suggestiveness of certain combinations of color. The wash may suggest sky, half the paper covered with blue and the rest left white may be sky and snow, floated colors be soap-bubbles, the rainbow or sunset skies. As the spots take on form, the round ones are beads, flowers, trees or fruit. There is now a new element in the developing activity, the relationship between technique and expression of idea. The idea that emerges through the activity is made more conscious through repetition with an emphasis on idea expressed through control of the material. "How shall we put on color to make it look more like sky?" or "Which way shall we rub with the crayon if we are making grass?" "How far up on the card shall we saw the green stem if we are to leave room for the flower?" The result is always seen in relation to the way it may be obtained, or in other words the emphasis is constantly upon the activity in relation to its taking on form rather than upon the idea alone. Through successive stages in the process the technique becomes more controlled, the ideas become enlarged, the representation more adequate until finally there is such a relationship between the idea to be expressed and the ability to express it, that the child may make the medium serve his purpose. The teacher's first emphasis on

technique was but a means to an end, material used as a medium of expression.

Having described the nature of the process, I shall now illustrate in detail with two materials the nature of the reaction to a particular stimulus, and its development through successive stages in the process. As the character of the material controls the response, it seems best to select for our purpose two materials differing in character as sewing and painting. It can readily be seen that the holes on the sewing card and the strips in the weaving mat offer certain suggestions, and impose certain limitations which are not characteristic of the more plastic materials such as clay or painting.

In sewing, a child is first given a card perforated with a few large holes. The holes may be arranged in a circle or spaced at regular intervals so as to cover the surface of the card, the child may use needle and thread or a lacing, the latter perhaps being easier to handle. The response to this material is naturally pulling the thread in and out of holes. As a result of this activity, several things may happen, either on the various cards of the children, or all may be combined on one card in this stage of experimentation. The thread may have been drawn through a hole and over the edge of the card into a hole on the side through which it was first drawn suggesting such a stitch as "over-casting." Again the thread may have been drawn through the card and put in another hole on the same side, producing a line on the face of the card. The variations in this form of the activity would be the different length of line resulting from putting the thread through a hole close to the one first used, or one farther away on the card. The stitch then is the result of the activity, and it is the production of a stitch that characterizes this process as "sewing." What shall be the nature then of the first emphasis, sewing over the edge of the card, or across its face? It is wholly a question of what end we have in view in the use of this medium. If we wish to teach "sewing," we would emphasize the over-casting stitch, but if we regard sewing as material suited to children of kindergarten age, we describe the process as "drawing with thread," drawing under cer-

tain limitations imposed by the holes on the card. And in this connection I should like to suggest that limitation in this and in other materials is suggestive, and gives power in the use of freer materials such as painting and crayoning. The emphasis on the line drawn on the face of the card gives the possibility of many variations, long and short lines, horizontal and vertical, straight and slanting, and combinations of these lines resulting in outlined forms. The emphasis on the line over the edge of the card would lead to a certain uniformity of result, offering no possibility for development in this kind of material. We accept then sewing as "drawing with thread." The first emphasis would be on process, or the making of a stitch in terms of the activity. "Put the thread through the hole, put it in another hole on the same side of the card, turn the card and put the thread in a hole on the same side that it is coming out. Always put it in on the same side that it comes out!" As a result of "making stitches," there begins to be variation in the kinds of stitches. Again these results are made more conscious in terms of activity. If the suggestion has been long or short stitches, the organization of the activity would be, "Put your thread through and put it in a hole 'far away' or 'near,'" as the case might be. With the little children, learning the process would extend over many lessons, but the variations offered by the material gives opportunity for many repetitions of the activity, different colored worsted, different shaped cards, and different arrangement of the holes on the card. Through the variation in color, and length and arrangement of lines, the child begins to associate ideas with the results of the activity. Such ideas as windows, ladders, fences, wheels, balls, etc., emerge through the suggestion of form, and grass, flowers, trees, etc., through the combination of color and length of line. In every material, while the first emphasis is upon technique, idea is constantly associated with the results of the activity because of the constitution of the child's mind and his use of analogy. When objects begin to be represented, and the child has too little control of the material for any adequate representation, prepared material, in the form of picture cards,

is presented. Objects of simple form, such as balls, clocks, fruits, horse-shoes, etc., are suggestive at this stage of the activity. The process of sewing round a horse-shoe is the same as round a circle, save for the double line. In painting and paper-cutting, the use of material prepared by the teacher serves the same purpose, resulting in an improved technique and a clearer idea of the object represented through the simple and artistic form presented. Nor is this prepared material suited to the early stages in the process alone. Whenever the children seem to need a more artistic form of expression than their technique allows, some beautiful form may be presented to them. There is then renewed experimentation with material that offers more possibilities as in sewing the card with more holes. On the square card, a line may be sewed outlining the outside square; the remaining holes in side may be considered as windows in a house, or result in arrangement in relation to the outside square, suggesting design. In this connection, I should like to suggest the organic relation, in a little child's invention, between what is sometimes called "design" and "representation." What an adult would term design, suggests to him some object of representation, and illustration becomes design because of an instructive feeling for arrangement. The characteristics of the material suggests placing in the earliest stages of the process, and in even such a simple material as peg-boards, design is illustrated. Long cards suggest repetition of a simple unit, square cards, symmetrical arrangement around a center. Before there is any particular emphasis upon design, there is much experimentation in picture sewing according to the suitability of the material. The children's inventions on the cards with few holes are along the line of one object with some characteristic detail as a house with windows and a chimney, a boat with a sail, a tent with a flag, etc. The cards with more holes offer the possibility of more detailed and perfect representation of the same objects, and also the association with other objects, as a house and trees, boats and water, bird-house and birds, etc. Through emphasis and selection, there results a more conscious combination of details in represent-

ing objects and a more conscious arrangement of the objects in relation to one another, resulting in good proportion. The most artistic form of expression in any material would be a combination of various forms or units, that had emerged through experimentation, in an artistic whole. This statement is as true of the building gifts as of sewing or painting.

In considering the development of painting, I have already suggested the first steps in the process, the elimination of the activities that offer no possibility of development as "daubing" or "scrubbing," and the emphasis upon spotting or the washing on of color. As in sewing, the variations in the first stage in the application of color would be through the use of different shaped pieces of paper and the application of various colors. The results of this activity would be colored washes or the arrangement of spots in relation to the shape of the paper. When dry, these results may be used in many ways. On the blue wash which suggested sky, may be pasted stars and moon, other colored washes may be folded for book-covers, or picture frames, or harmonious colors may be cut into weaving mats and strips and woven. The landscape idea emerges, as has been suggested, through the use of more than one color. The blending of color may suggest stained glass windows or Japanese lanterns and the older children may be given these forms and may themselves select the most beautiful part of the wash to be cut out in the form of a lantern or a church window. This may be done by the teacher for the younger children, and mounted in this form. Or the process may be reversed, and the children given a form such as leaves or fruits, which they fill in with color and into which they float other suggestive colors. The emphasis upon spotting would lead to more conscious representation of form, as in sewing. Combinations of spots may suggest clusters of berries or the relation of petals in a flower, etc. As the medium becomes more controlled, and the ideas more defined, the children perfect their results by a study of the real flower, consciously trying to represent the object as they see it. In decorating paper-plates, book covers, May baskets,

etc., the process is raised to the highest form of expression in design.

In giving the process in such detail, my aim has been to show principles actually in operation for that is method. I am aware, however, that it is not an easy task, in a written statement, to show the organic relationship between theory and practice. A discussion of principles may remain so general and uplifted that we lose sight of their implications in actual practice. On the other hand, in a discussion of kindergarten procedure, practice too often is regarded as a multiplication of devices and not as principles at work. But when one is able to apply intelligently these principles to all materials, there should be certain results which are a confirmation of a method that is lifted above the mere use of devices. I should like to suggest the nature of these results.

(1) An eagerness by the individual members of the group to use any material presented.

(2) Spontaneous expression from all members of the group, because of the use of their suggestions.

(3) A growing realization of the nature of the standard by the group because of the teacher's emphasis and selection of actual results.

(4) A developing power in controlling material, and in artistic expression, related to the nature of the material.

The Method, then, of Using Materials is "through activity, (experiencing) to selection, to higher activity through a ceaseless process of organizing and reshaping experience." And this is the movement through all Educational Theory, all discussion and criticism are for the sake of "higher activity" in the form of better teaching. All discussion and criticism in relation to training school problems are but for the purpose of giving power to our students of kindergarten theory so that they may put this power into the actual operations of the kindergarten. For it is in our work with the children that we must justify our theories, and make our teaching a vital force in the field of education.

The early delegates at St. Louis caught—the snow storm and the wintry blasts; but the warmth of welcome more than overcame the chilly winds.

THE LITTLE VIOLET FAIRY

Far, far away in the South land lies the garden of the fairies. It is a wonderful garden with paths that twist in and out among the trees and wind past flowers and twinkling fountains. There are birds and butterflies and brilliantly-colored little insects, for they are the fairy messengers.

One sunny morning the fairy messengers were busier than usual and the garden was full of the caroling of birds, and soft little fluttering noises, for, Thayris, queen of the fairies, had summoned her subjects from all over her kingdom. There was to be a festival in the big old garden. Thayris was seated in the heart of a beautiful white lily, in her hand, a wand tipped with diamond dew-drops. Her dress was all of purple pansy petals. Around her were the flower fairies, swinging in lily cups and hiding under rose petals. Every one was happy, so happy that if you or I had passed through the garden we might have heard faint music of fairy laughter but we would have seen nothing but the red roses nodding in the breeze.

So Thayris after chatting with her flower maidens, ordered the messengers to seek the wood-fairies and water-nymphs. The frost elves were not invited because they would nip the tender little flowers, and the wind fairies were too rough. Only the South wind and the rainbow fairies were invited.

Now there were six rainbow fairies, the Red fairy, who with the Orange and Yellow fairies painted the autumn leaves. The Blue fairy, who put the color in the sky and the Green fairy, who made the grass sprouts and leaf buds green in the spring. Only the Violet fairy, because she was so tiny and frail, had nothing to do but play with her wand in the great arch in the eastern sky. She grew very tired of playing alone while her sister fairies worked, and so when the Blue Birds came to tell the Rainbow of the festival, little Violet fairy was very happy and swung far out in the bow into the sky and earth people seeing the violet light over the hills said, "See how beautifully the haze clings to the hills." They didn't know that it was only a fairy swinging in the clouds.

At last the day came for the Rainbow

fairies to start for the Queen's Garden. The Rainbow fairies had done their work very well that year. Spring and summer had been clothed in soft green and the autumn woods were never more beautiful.

Only the Violet fairy, although very happy at the thought of the festival, felt sad because she had not done any work for her Queen. But she played along over the hills with her sisters and at last growing tired, dropped into a flower cradle and went to sleep. The others not noticing her, went on their way and left her sleeping alone in the flower. While she was sleeping a naughty little Mischief fairy took her wand and ran away with it.

When she opened her drowsy eyes, she sat up very much afraid for the Sun fairies were gone to the other side of the world, and her sisters were nowhere to be seen. Then she looked for her wand but it was gone, too, and the poor little fairy felt very miserable and frightened.

She slipped out of the flower and wandered a long, long way, sorrowing, because without her wand she had no way of sending a message to her sisters.

One day she discovered a peasant's hut. A strong young peasant stood in the doorway, holding a baby in his arms. Violet heard him saying, "Mother, the little one's eyes are gray, how I wish they were blue like yours!" The mother, too, feared that her child would never have beautiful eyes. Little Violet passed her tiny hands over the baby's eyes.

By and by the mother took her baby and holding him in her arms, looked into the dull gray eyes. Suddenly she laughed such a happy laugh, "See, father," she said, "the baby's eyes are not gray, they are violet, the same beautiful violet color that hangs over the distant hills." And she kissed the baby's eyes, and was happy.

Then Violet went on through the woods, always wondering why her sisters had not sought her.

At last one day, the little fairy, too tired to go any farther, sank down beside a rippling brook. From somewhere near came a soft, chirping sound, and there, right beside her, lay a humming-bird with its tiny wing broken. Violet gave a glad cry for she knew the bird was one of the Queen's messengers. She cared for the

little messenger and when he was rested he told her all she had longed to know. "The festival was barely ended," he said, "when the Queen noticed your absence so she at once sent messengers out to seek for you. But now I will carry word to her and she will send you a wand."

As soon as the humming-bird could fly he carried word to the queen, who sent out six of the strongest fairies to bring Violet back to her.

But when the fairies came they found little Violet sleeping a sleep from which she never awoke. They carried her to Thayris, but the queen's power was of no avail, the wee fairy never awoke. So they laid her in a big water lily and she drifted away into dreamland.

All the fairies remembered with joy and happiness the tender little Violet fairy and they knew, too, how the earth people loved her, so Queen Thayris said "There shall always be violets in the world; wherever Violet wandered the delicate little flower shall spring from the pathway, bringing beauty and fragrance to the earth."

A GRANDPA'S RANCH

GERTRUDE ALLYN LONG

Ellen and Joyce are two little girls who live with their parents in a city in Southern California. Ellen the eldest, is 7 years old; she has blue eyes and light curly hair. Joyce, who is 3 years younger than Ellen, is a brown-eyed little girl with auburn hair. I think every child who has dear, kind grandparents is happy at the thought of making them a visit. These children were so glad when mamma told them they would start the next day for grandpa's ranch, they jumped up and down for joy and said "Oh, goody!"

They went on the train eighty miles to a small town, where grandpa met them with Comet and the surrey, and from there they had to drive seven miles. Comet is the horse that has served grandpa for several years. Today he seemed to feel he was on an errand of pleasure. It was springtime and the fields were carpeted with golden poppies, baby-blue-eyes, lupine, mariposa lilies and other dainty California flowers. In the distance were snow-capped mountains, standing like soldiers,

keeping guard over the fair scene. Everything looked so pretty, the children just gazed spellbound. When they reached the ranch and were entering the driveway, they caught sight of dear grandma, who brushed tears of joy from her eyes when she saw her precious little girls, and a mocking-bird, which flew from the branches of a live oak tree, gave a few little glad notes of welcome. There were orange, lemon, loquat, fig, pomegranate, apricot, nectarine, prune, banana, almond, walnut and magnolia trees on the ranch. The air was fragrant with orange and magnolia blossoms, and do you wonder Ellen and Joyce thought it the most beautiful place in the whole world? I forgot to mention the large live oak trees in whose branches the big swing and hammock hung. These are very important trees, children, for it takes 100 years or more for one of them to become a large tree. Under the oaks was a gold-fish pond, with a row of scarlet geraniums growing around the edge. I must tell you something more about that pond. Every evening Mr. and Mrs. Frog, their children and relatives, met there to take part in an open-air concert given by the frog band at their band stand, which was made of a large rock. Ellen and Joyce enjoyed the concert, for it helped to put them to sleep. In one corner of the yard was a summer house covered with a beautiful gold of ophir rose-bush, in which the children made a dear little playhouse, and where they spent many happy hours with their dollies and toys. One afternoon, grandma, mamma, Ellen and Joyce went for a walk, and while coming along the foothill road, on the way home, they were attracted by hearing a faint "mew!" Turning around they saw a little snow-white kitten, which came up to them and looked pleadingly into their faces as if to say, "Please take me home with you." This was just what the children wished to do, and although grandma had one cat, she could always find room for a stray kitten. They named her snowball. Wasn't that a queer name for a California kitten? Kitty was the only kind of snowball Ellen or Joyce had ever seen. The children's aunt, Ruth, came from the east for a visit, and the day after she arrived at the ranch something strange happened to Snowball. While Aunt Ruth was taking

some clothing out of her trunk, she placed the tray on a chair. Soon she replaced the tray, closed her trunk, and went to the living-room to have a chat with grandpa and grandma before bed-time. The children went to bed early, and no one noticed kitty was missing. The next morning Aunt Ruth was awakened by hearing continuous plaintive mews! The whole family searched around the house and under the house, but could not discover where the sound came from. Finally Aunt Ruth opened her trunk, lifted the tray, and there was kitty. Don't you think it a wonder little Snowball did not melt? She did not, however, but lived happily ever after.

POLLY'S QUEER RIDE

GERTRUDE ALLYN LONG

Polly was christened Pauline, but was nicknamed Polly. Sometimes mamma called her Sweet P. and occasionally when her playmates wished to tease her they called her Polly-wog. Polly was five years old and her brother Harold seven. Mamma and Martha, the nurse girl, took the children to see the great circus and oh, how their eyes danced when they saw the wonders of that circus! Mamma permitted the children to feed peanuts to the elephants and one of the guards allowed Polly to ride on a tiny pony, which he led around the tent where the animals were kept. Shortly after the visit to the circus, Polly had a strange adventure, almost as strange as a ride in a big aeroplane might have been. Mamma took Polly and Harold to visit their grandparents, who lived on a farm a few miles out of the city. Polly's grandpa had a large white pig—a mamma pig, with several babies. Grandpa turned the pig out of the pen into the apple orchard that she might have a few hours of freedom. When Polly discovered the pig in the orchard the thought came to her, it would be a fine chance for a ride. So she climbed the fence and managed to get on the pig's back. Then she reached some apples which were hanging upon the lower branches of the tree. With one hand she held on to the pig and with the other hand threw apples far enough ahead so when Mrs. Piggy ran for the fruit it

gave Polly a little ride. Polly continued this mode of travel for quite a few moments unconscious of the great risk she was taking. We have heard of children who have been severely bitten by pigs, and occasionally the bite has proven fatal. When the hired man saw Polly he shouted to mamma, grandpa and grandma to come quickly to see the young bareback rider. Mamma was so frightened she could hardly get to the fence. I think Mrs. Piggy must have understood that Polly's mamma loved her child, for when Polly ran into mamma's arms, Mrs. Piggy gave a grunt of satisfaction, as if to say, "Your little one is safe; I did her no harm."

THE YELLOW PANSY

GERTRUDE ALLYN LONG

Beneath the wide spreading branches of a large pepper tree, grew a bed of pretty bright pansies. In the same yard were many varieties of flowers, but to the little girl, who watched for new blossoms each day, none were as interesting as the pansies. One evening while Pauline was gathering a bouquet of pansies for mamma, she found among them a large yellow pansy, with such a bright happy face, it seemed to the child to be quite alive. This little girl was naturally very good, as little girls usually are) but the next morning, things seemed to go wrong. Little dog Brownie came running upstairs, and into Pauline's room, trying to say good morning, by wagging his tail, but Pauline only said: "Go away, Brownie, I'm cross today." Of course Mamma felt very sorry to see her dear little girl in such a mood, but while preparing breakfast, heard the patter of tiny feet on the stairs, then suddenly felt two little arms around her neck and a warm kiss on her cheek. A little voice said: "Mamma I feel so happy. The yellow pansy looked straight into my eyes and seemed to whisper, 'Smile and be happy.'" You see, children, the beautiful fairy-love, which we can always find, if we look closely, appeared in the yellow pansy, crept into Pauline's heart, and brought happiness.

I'LL BE A SOLDIER

GERTRUDE ALLYN LONG

In the outskirts of a town in Northern Ohio stood an old brick farm-house. One side of the house was covered with wood-vine, while suspended from the long porch across the front, was a drapery of wisteria blossoms. It made a striking picture, with its background of hickory-nut, beech and maple trees. Walking down the lane, at some distance, hand in hand, came little Richard and his young mother. Richard was joyously singing, "When I'm big I'll

his toys were kept. The little wooden soldiers were chosen, and he arranged them in rows of twos and fours, using one for the captain of the company, and another for the general of the army.

Soon a sound of distant guns, and a dull tramp of weary feet reached the mother's ears, and suddenly the dreadful battle was in progress. Oh, it could not be! God would surely hear her prayer, and give her strength to reach the spot where her precious boy lay slain. Did he whisper her name as his spirit passed away and she



"I'M PAPA'S SOLDIER BOY"

be a soldier, that's what I will be; fight for father, fight for mother, over land and sea." They soon reached the house, and the little mother, being somewhat fatigued from the day's household duties, and the long walk, sat down in a large easy chair to read and rest awhile before preparing tea. Richard, however, was full of life and ready for play, so he went to the cretonne covered, home-manufactured chest, where

not there to kiss him? Only a short time ago Richard was her darling baby, and she rocked him to sleep with a sweet lullaby. Oh, some one must help her to find him, but it would not be an easy task, with so many unknown dead upon the battle field. Then faintly from the adjoining room came the refrain, "When I'm big, I'll be a soldier, that's what I will be." Richard stood by his mother's chair, when she opened her

eyes, and taking her hand tenderly, said:
Mother, dear, have you been asleep?"

PLAYING SOLDIER

BY MARY PARKER

Illustrated by Mary H. Northend.
To watch the soldiers drill and tramp
Small John has come to father's camp.
Seeking between the tents a gap.
The three-year-old in trooper's cap
Delighting in the drum and fife
Is training for an army life.

For, soon as I have finished tea,
The Sleepy Man comes after me;
And then he takes me by the hand,
And drags me back to Slumber Land.

OUR MAY PARTY

It was a beautiful Wednesday morning in the last week of May. All the children came to the kindergarten with their dainty lunch baskets for this was the day of our



ARRIVING AT THE WOODS



THE QUEEN AND ATTENDANTS

THE SLEEPY MAN

As soon as I have finished tea,
The Sleepy Man comes after me
And then he takes me by the hand,
And drags me into Slumber Land.

wonderful May Party. The Mothers had received invitations two weeks in advance and came bringing their younger children.

The King and Queen were ready with



READY FOR THE DANCE

He is a coward though, I think,
To make the little children blink;
And kidnap little boys at night,
Who are not strong enough to fight.

But when the sun comes out by day,
I chase the Sleepy Man away.
I fight him with my fists, but then
At night he steals me back again.



KING AND QUEEN

their crowns twined with pink and white tissue paper and the May-pole with its streamers of pink and white muslin, these colors being suggestive of the apple blossom, we started for the trolley which was three blocks from the school and waited for a car. There were sixty-five of us including

two kindergarten teachers, mothers, babies and kindergarten children.

The trolley ride was about two miles into the country; when the car stopped at the entrance to the woods the children were delighted. They ran across the rustic bridge, over the brook, and on into the woods by a path lined with beautiful willows on the side of a pond.

We stopped to take photographs of the children in the May-pole dance and the King and Queen. Every one decided they were so hungry that it must be lunch time. Gathering in a kindergarten circle we opened the lunch baskets. When lunch was

SUGGESTIONS FOR MAY

LILEON CLAXTON

Our April work closed with the May party. Our plan for May will of necessity begin with the same thought. The experiences of our out of door party at this season of the year may well be chosen as the basis for many lines of thought. Now, too, some of the seed planting has come to quite a stage of development. It would be quite impossible to undertake to say just when attention should be given to the growing things about us. At anytime, as often as possible, they should be spoken of.

As much time as possible should be spent out of doors. Stories may be told in a shady spot. Occupation work of a simple



THE MAY POLE DANCE



HOMEWARD BOUND

finished the children played games, watched the little fishes in the brook and gathered O! such beautiful bouquets of flowers and ferns.

The time came all too soon when we collected our belongings to watch for a car. Everyone had enjoyed the outing and each mother promised to visit those beautiful woods again very soon. When we reached the end of our journey all were happy though tired, yet looked forward to the time when the children would again select their King and Queen for another wonderful May Party.

VIOLET A. E. ROBERTS,

1 Carlton Place, Passaic Park, N. J.

character can be done outside. Gift boxes have been carried to the grass or a cozy corner of a playground. Games may be played out of doors. More walks are now possible. Wet sand for tunnels, hills, valleys, river beds, mud pies may be freely indulged in from now until the close of the year.

The policeman will be quite in evidence in our frequent walks so he will be a fitting subject for the "Helper" this month.

The awakening of animal life is quite as marked as that of the flowers. We will have bird life as as center of this thought. Butterflies will probably flit about. Their resurrection will be a source of delight and awe to us. The bright sunshine, blue

skies, deepening green of grass and trees, sweet air are not to be missed. It is May time! Let us go a Maying!

FIRST WEEK

Subjects for Morning Circles

1. May party recollections.
2. (a) Strawberry.
- (b) Radish.

Color, taste, home, use.

The gardening activities will occupy an important place in the conversations as well as the immediate subjects of the week.

Stories

Sleeping Beauty.

"In My Little Garden Bed."—Finger Plays—Poulsson.

May Day Story.

Songs

May Day Songs.

"Dandelion"—Songs of the Child's World.—Gaynor.

"Green-Grocer."—A Baker's Dozen for City Children.—Valentine-Claxton.

Games

May Dance.

Gardening games.

"Farmer in the Dell."—Singing Games for Little Children.—Hofer.

"See-Saw."—Songs of the Child's World.—Gaynor.

"See-Saw."—Small Songs for Small Singers.—Neidlinger.

Luby-I,oo.

Ball Game—Aiming. One child holds a hoop while another throws ball through it.

Sense Game—Hearing. One child gives call of an animal. Another child who is blindfolded names the animal. Later he should be able to name animal imitated and child who called.

Dramatization

Rolling hoops.

Rhythms

Jumping rope.

Walks or Visits

Some kindergarten in neighborhood, possibly the one that joined in the May party.

Vegetable garden plot.

Garden plots of other classes in the school and in neighboring schools.

Farmers' plots.

Illustrative Material

Pictures relating to May Day.

Strawberries, radishes, pictures of strawberry plants and plots, radish plants and plots, other garden plots.

Gifts and Occupations

Continue gift work in connection with gardening. Much time will be spent on actual gardening so that the regular gift and occupation periods will be fewer.

Sticks-Rings-Seeds.—

Flower borders.

Building Blocks—

Objects that attracted especial attention on the May walk.

Conservatory.

Tablets—

Border designs.

Rings—

Border designs.

Drawing—

May pole.

May queen.

May dance.

Strawberry.

Radish.

Stencil of sunbonnet baby—boy—girl.

Clay—

Strawberry

Radish

Use green tissue paper for leaves.

Painting—

Brown hills and blue sky.

Green hills and blue sky.

Tree in full leaf.

Clay objects.

Spring flowers not yet painted.

Strawberry plant.

Folding-Pasting-Cutting—

Baskets for strawberries.



Watering pot.

Cutting—

Something that impressed the children on May Day.

Fences for garden.

Cut out some simple drawings and paintings for flower gardens in sand tray.
Drawing-Cutting-Folding-Pasting—

Cut a house. Draw the windows. Fold and paste the green shutters. Have shutters that close to keep out the bright sunshine in the middle of the day and open for cool breeze in evening.

Have some work with transparent paper. Possibly the windows of the house could be transparent. A frame could be cut; a pressed flower mounted between two transparent sheets and placed in frame. Hang in windows of kindergarten. A picture could be used in which a window or the moon is shown. Cut out the window or the moon and paste in the place a transparent paper the proper color.
Sand—

1. Have the May Party represented. Use the cut out drawings of the children to represent the people, etc. Have the miniature May pole as last month. Use sunbonnet babies.

2. Make a radish patch with clay radishes. Make a strawberry patch the same way.

3. Garden plot using flowers drawn and painted and sunbonnet children as caretakers.

SECOND WEEK

Subjects for Morning Circles

Bird life.

1. Recall the birds that remain during the winter.

2. Speak of blue birds' early return.

3. Let the robin be the center of the talks.

- (a) Colors.
- (b) Song.
- (c) Home.
- (d) Rearing young.

Stories

"The Crooked Man's Story."—Mother Goose Village.—Bingham.

"The Stork." (adapted)—Anderson's Fairy Tales.

"Out of the Nest."—More Mother Stories.—Lindsay.

"Who Stole the Bird's Nest?"—The Posy Ring.—Wiggin-Smith.

Rhymes

"Once I saw a Little Bird."—Mother Goose.

"The Sparrows."—Finger Plays.—Poulsson.

Songs

"Robin Redbreast."—Songs for the Child's World.—Gaynor.

"The Flying Bird."—Mother Play.—Froebel, Blow edition.

"There Was Once a Little Birdie."—Song Echoes.—Jenks-Rust.

"Who Taught the Little Bird?"—Merry Songs and Games.—Hubbard.

"Polly."—A Baker's Dozen for City Children.—Valentine-Claxton.

Games

"Flying Song."—Songs Stories.—Hill-Hill.

"Once I Saw a Little Birdie."—Mother Goose.

"Spring Birds."—Kindergarten Chimes.—Wiggin.

"Flying Birds."—Songs and Games for Little Ones.—Walker-Jenks.

"In a Hedge."—Mother Play.—Froebel, Blow edition.

"Birdies in the Green-Wood."—Songs and Games for Little Ones.—Walker-Jenks.

"Hop, Hop, Come Birdies All."—Songs and Games for Little Ones.—Walker-Jenks.

"Polly."—A Baker's Dozen for City Children.—Valentine-Claxton.

"Ball. Roll Over, Come Back."—Merry Songs and Games.—Hubbard.

Sense Game—Seeing. Colored balls represent birds. Can you tell little playmate? Remove two and three balls at one time.

Dramatization

"The Pigeons."—Holiday Songs.—Poulsson.

"Pretty Little Blue Bird."—Small Songs for Small Singers.—Neidlinger.
Birdies Ball.

Rhythms

Flying.
Hopping.
Pecking.

Walks or Visits

Look about the school to see if any nests are being built.

A tree in which a nest is built.

A house with nest in the eaves.

A hedge with nest in it.

Watch birds carrying things to build nest.

Illustrative Material

Birds flying about school and streets.
Nests in trees or discarded nests in class room.
Egg shells from which birds have come.
Pictures of variety of birds, nests, eggs, location of nests, etc.

Gifts and Occupations

Fifth or Sixth Gifts—
School or house where nest was located.
Fifth, Use One-Third of Gift—
Pigeon house.
Sticks, Half-Rings, Lentels—
Tree and nest with eggs.
Tablets—
Border patterns.
Rings—
Border patterns.
Drawing—
Stencil of robin.
Branch of tree to mount robin.
Tree and nest.
House with nest in eaves.
Hedge with nest.
Birds flying high in sky.
Painting—
Stencil of robin.
Landscape with flying birds, green fields, blue sky.
Clay—
Nests.
Eggs.
Birds.
Co-operative Pictures—
1. A tree, two robins by the nest.
2. A tree, two robins and four baby robins all flying near the ground.
Cutting—
Stencil of robins.
Eggs.
Tree.
Sand—
1. Garden plots, tunnels, mud pies.
2. A sand picture may be made by representing the different places the birds put their nests. Build a house with a nest tucked in the eaves. Place a tree in front of the house made of a branch of a tree. Put a nest in this. Fasten a robin on the branch and another on the nest. Have a hedge made of sticks and green paper. Put a nest here. Have a garden plot and a

few sunbonnet babies scattered about and the picture is complete.

THIRD WEEK

Subjects for Morning Talks

1. Policeman.
2. Butterfly.
3. Tad-poles.
Frogs.

Stories

Sleeping Beauty.
"The 'Wake Up' Story."—In the Child's World.—Poulsson.
"The 'Go Sleep' Story."—In the Child's World.—Poulsson.
"Spring and Her Helpers."—In the Child's World.—Poulsson.
"The Little Worm That Was Glad To Be Alive."—In the Child's World.—Poulsson.
"A Surprise."—In the Child's World.—Poulsson.

Songs

"The Policeman."—A Baker's Dozen for City Children.—Valentine-Claxton.
"The Butterfly."—Songs for the Child World.—Gaynor.
"Butterflies."—Mother Play.—Froebel, Blow edition.
"Mr. Frog."—Small Songs for Small Singers.—Neidlinger.

Games

"Policeman."—A Baker's Dozen for City Children.—Valentine-Claxton.
"The Gold Fish."—A Baker's Dozen for City Children.
"Frogs."—Merry Songs and Games.—Hubbard.
"Taddy-pole and Polly-wog."—Song Echoes.—Jenks-Rust.
"Caterpillar and Butterflies."—Mother Play.—Froebel, Blow edition.
Merry-Go-Round.
Ball Game, Tossing game.—Songs and Games for Little Ones.—Walker-Jenks.
Sense Game, Hearing—Merry Songs and Games.—Hubbard.

Dramatization

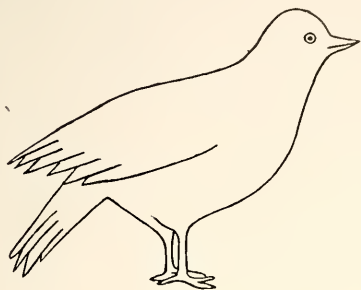
Duties of policeman.
Caterpillar, Butterfly.

Rhythms

Caterpillar.
Butterfly.

Walks or Visits

Talk with a policeman on the street.
Have him help children across the street.
Garden to see cocoons or butterfly.
Aquarist to see tads and frogs, etc.



Pond to see frogs' eggs, tad poles and frogs.

Illustrative Material

Picture of policeman taking lost child home, etc.

Pictures of butterflies, caterpillars, cocoons

Tad poles, frogs' eggs, frog and pictures of tads and frogs.

Gifts and Occupations

Fifth Gift—

Station house. (Place where the policeman sleeps.)

Sixth Gift—

Policeman's home.

Tablets—

Border patterns.

Designs.

Rings—

Border patterns.

Designs.

Drawing, Cutting, Pasting—

Policeman. Mount on a cardboard.

Drawing—

Stencil of butterfly. (Same as in Autumn.)

Back ground for butterfly. A field of grass with flowers here and there.

Painting—

Blue water for frog. (Paste frog drawn previously.)

Clay frog.

Clay—

Frog.

Tad-pole.

Pasting—

Parquetry borders.

Parquetry designs.

Sand—

1. Street scene with policeman on duty, horses and wagon on street, passers-by, etc.

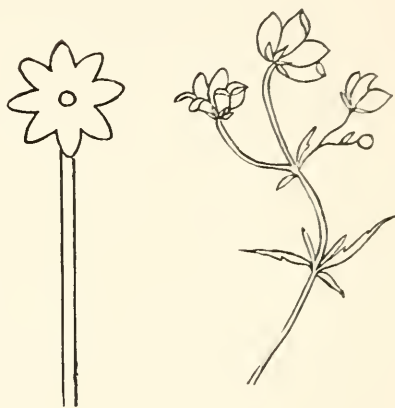
2. Flower garden of flowers made formerly. Butterflies perched on flowers. Pond for tads and frogs.

3. Wet sand. Use tin forms.

FOURTH WEEK

Subjects for Morning Circles

1. Flowers.



Daisy.
Buttercup.

2. Decoration Day. Very simple talk about our **brave** soldiers. Flowers are for our **brave** soldiers.

Stories

One of the soldier stories told.

Favorite animal story told in connection with the circus visit to the city.

Clytie.

Rhymes

"Violets," first verse.—Posy Ring.—Wigin-Smith.

Songs

"Soldiers True," second verse.—Holiday Songs.—Poulsson.

"Summer is Coming."—Song Echoes.—Jenks-Rust.

"Buttercups and Daisies."—Merry Songs and Games.—Hubbard.

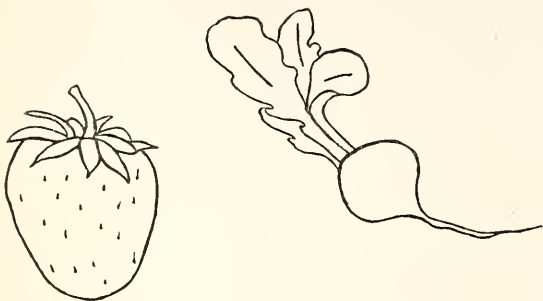
"Away Among the Blossoms."—Song Echoes.—Jenks-Rust.

Games

We will have very few new games for the last few weeks of the year. Such dramatizations as come up will form the basis for simple games but the old games will be played oftener so that the children will know them well enough to not forget them during the summer months. If they know them so well as we desire they will be able to lead in them and teach them to their friends in vacation.

Dramatizations and Rhythms

Such new animal life as we introduce during the remainder of the term will be introduced into our dramatizations and rhythms but the playing of old experiences will form the greater part of the work.



The circus generally appears in May so that the racing horses, dancing elephants, and the seal, band and the grand promenade will form a new feature.

Walks or Visits

1. To the woods to gather flowers for Decoration Day.
2. Have a soldier in full uniform visit the kindergarten if possible. Let the children give him the flowers to take away with him.
3. School garden plots.

Illustrative Material

Flowers in season.
Pictures of soldiers.
Flags.

Gifts and Occupations

Allow choice of Gift materials.
Let the children suggest the work.
Cutting and Drawing—
Daisy.

Buttercup.

Chains—

String paper daisies and buttercups made by children with straws.

Drawing—

Flag.

Soldier.

Daisy field.

Painting—

Buttercup.

Brown eyed Susan.

Fasten some of the daisies to green sticks with pins for sand picture.

Slash green tissue paper for grass.

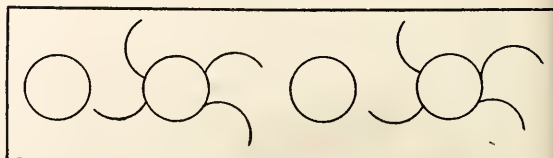
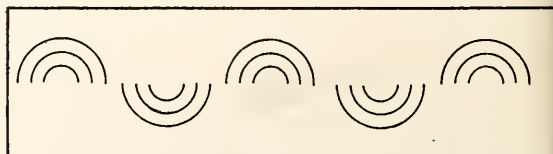
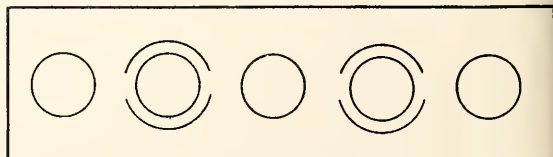
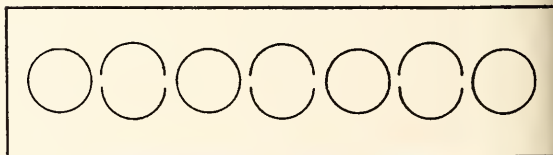
Sand—

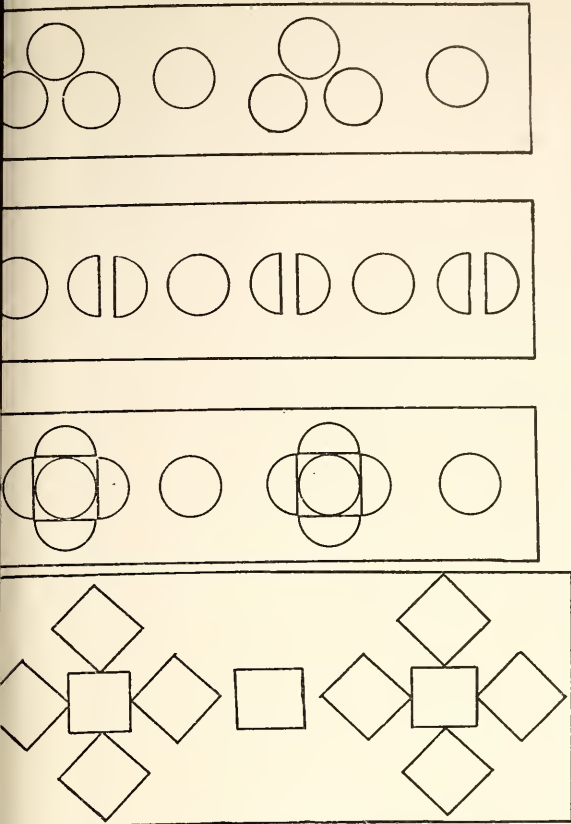
Daisy field.

Let the children assist in placing daisies and grass.

Have the children tie the flowers that they gathered for the soldiers into the bouquets. Put a flag made by the children in each bunch.

Border designs of rings, also of tablets.





THE MORAL EQUIVALENT OF WAR

WILLIAM JAMES

The war against war is going to be no holiday excursion or camping party. The military feelings are too deeply grounded to abdicate their place among our ideals until better substitutes are offered than the glory and shame that come to nations as well as to individuals from the ups and downs of politics and the vicissitudes of trade. There is something highly paradoxical in the modern man's relation to war. Ask all our millions, north and south, whether they would vote now (were such a thing possible) to have our war for the Union expunged from history, and the record of a peaceful transition to the present time substituted for that of its marches and battles, and probably hardly a handful of eccentrics would say yes. Those ancestors, those efforts, those memories and legends, are the most ideal part of what we now own together, a sacred spiritual possession worth more than all the blood poured out. Yet ask

those same people whether they would be willing in cold blood to start another civil war now to gain another similar possession, and not one man or woman would vote for the proposition. In modern eyes, precious though wars may be, they must not be waged solely for the sake of the ideal harvest. Only when forced upon one, only when an enemy's injustice leaves us no alternative, is a war now thought permissible.

It was not thus in ancient times. The earlier men were hunting men, and to hunt a neighboring tribe, kill the males, loot the village and possess the females, was the most profitable, as well as the most exciting, way of living. Thus were the more martial tribes selected, and in chiefs and peoples a pure pugnacity and love of glory came to mingle with the more fundamental appetite for plunder.

Modern war is so expensive that we feel trade to be a better avenue to plunder; but modern man inherits all the innate pugnacity and all the love of glory of his ancestors. Showing war's irrationality and horror is of no effect upon him. The horrors make the fascination. War is the strong life; it is life in extremis; war-taxes are the only ones men never hesitate to pay, as the budgets of all nations show us.

History is a bath of blood. The Iliad is one long recital of how Diomedes and Ajax, Sarpedon and Hector killed. No detail of the wounds they made is spared us, and the Greek mind fed upon the story. Greek history is a panorama of jingoism and imperialism-war for war's sake, all the citizens being warriors. It is horrible reading, because of the irrationality of it all—save for the purpose of making "history"—and the history is that of the utter ruin of a civilization in intellectual respects perhaps the highest the earth has ever seen.

Those wars were purely piratical. Pride, gold, women, slaves, excitement, were their only motives. In the Peloponnesian war, for example, the Athenians ask the inhabitants of Melos (the island where the "Venus of Milo" was found, hitherto neutral, to own their lordship. The envoys meet, and hold a debate which Thucydides gives in full, and which, for sweet reasonableness of form, would have satisfied Matthew Arnold. "The powerful exact

what they can," said the Athenians, "and the weak grant what they must." When the Meleans say that sooner than be slaves they will appeal to the gods, the Athenians reply: "Of the gods we believe and of men we know that, by a law of their nature, wherever they can rule they will. This law was not made by us, and we are not the first to have acted upon it, we did but inherit it, and we know that you and all mankind, if you were as strong as we are, would do as we do. So much for the gods; we have told you why we expect to stand as high in their good opinion as you." Well, the Meleans still refused, and their town was taken. "The Athenians," Thucydides quietly says, "thereupon put to death all who were of military age and made slaves of the women and children. They then colonized the island, sending thither five hundred settlers of their own."

Alexander's career was piracy pure and simple, nothing but an orgy of power and plunder, made romantic by the character of the hero. There was no rational principle in it, and the moment he died his generals and governors attacked one another. The cruelty of those times is incredible. When Rome finally conquered Greece, Paulus Aemilius, was told by the Roman Senate to reward his soldiers for their toil by "giving" them the old kingdom of Epirus. They sacked seventy cities and carried off a hundred and fifty thousand inhabitants as slaves. How many they killed I know not; but in Etolia they killed all the senators, five hundred and fifty in number. Brutus was "the noblest Roman of them all," but to reanimate his soldiers on the eve of Philippi he similarly promises to give them the cities of Sparta and Thessalonica to ravage, if they win the fight.

Such was the gory nurse that trained societies to cohesiveness. We inherit the warlike type; and for most of the capacities of heroism that the human race is full of we have to thank this cruel history. Dead men tell no tales, and if there were any tribes of other type than this they have left no survivors. Our ancestors have bred pugnacity into our bone and marrow, and thousands of years of peace won't breed it out of us. The popular imagination fairly fattens on the thought of wars. Let public opinion once reach a certain fighting

pitch, and no ruler can withstand it. In the Boer war both governments began with bluff, but couldn't stay there, the military tension was too much for them. In 1898 our people had read the word WAR in letters three inches high for three months in every newspaper. The pliant politician McKinley was swept away by their eagerness, and our squalid war with Spain became a necessity.

At the present day, civilized opinion is a curious mental mixture. The military instincts and ideals are as strong as ever, but are confronted by reflective criticisms which sorely curb their ancient freedom. Innumerable writers are showing up the bestial side of military service. Pure loot and mastery seem no longer morally avowable motives, and pretexts must be found for attributing them solely to the enemy. England and we, our army and navy authorities repeat without ceasing, arm solely for "peace," Germany and Japan it is who are bent on loot and glory. "Peace" in military mouths today is a synonym for "war expected." The word has become a pure provocative, and no government wishing peace sincerely should allow it ever to be printed in a newspaper. Every up-to-date dictionary should say that "peace" and "war" mean the same thing, now in *posse*, now in *actu*. It may even reasonably be said that the intensely sharp competitive **preparation** for war by the nations is the **real war**, permanent, unceasing; and that the battles are only a sort of public verification of the mastery gained during the "peace"-interval.

It is plain that on this subject civilized man has developed a sort of double personality. If we take European nations, no legitimate interest of any one of them would seem to justify the tremendous destructions which a war to compass it would necessarily entail. It would seem as though common sense and reason ought to find a way to reach agreement in every conflict of honest interests. I myself think it our bounden duty to believe in such international rationality as possible. But, as things stand, I see how desperately hard it is to bring the peace-party and the war-party together, and I believe that the difficulty is due to certain deficiencies in the program of pacificism which set the mili-

tarist imagination strongly, and to a certain extent justifiably, against it. In the whole discussion both sides are on imaginative and sentimental ground. It is but one utopia against another, and everything one says must be abstract and hypothetical. Subject to this criticism and caution, I will try to characterize in abstract strokes the opposite imaginative forces, and point out what to my own very fallible mind seems the best utopian hypothesis, the most promising line of conciliation.

In my remarks, pacifist though I am, I will refuse to speak of the bestial side of the war-regime (already done justice to by many writers) and consider only the higher aspects of militaristic sentiment. Patriotism no one thinks discreditable; nor does any one deny that war is the romance of history. But inordinate ambitions are the soul of every patriotism, and the possibility of violent death the soul of all romance. The militarily patriotic and romantic-minded everywhere, and especially the professional military class, refuse to admit for a moment that war may be a transitory phenomenon in social evolution. The notion of a sheep's paradise like that revolts, they say, our higher imagination. Where then would be the steeps of life? If war had ever stopped, we should have to re-invent it, on this view, to redeem life from flat degeneration.

Reflective apologists for war at the present day all take it religiously. It is a sort of sacrament. Its profits are to the vanquished as well as to the victor; and quite apart from any question of profit, it is an absolute good, we are told, for it is human nature at its highest dynamic. Its "horrors" are a cheap price to pay for rescue from the only alternative supposed, of a world of clerks and teachers, of co-education and zoophily, of "consumer's leagues" and "associated charities," of industrialism unlimited, and feminism unabashed. No scorn, no hardness, no valor any more! Fie upon such a cattleyard of a planet!

So far as the central essence of this feeling goes, no healthy minded person, it seems to me, can help to some degree partaking of it. Militarism is the great preserver of our ideals of hardihood, and human life with no use for hardihood would

be contemptible. Without risks or prizes for the darer, history would be insipid indeed; and there is a type of military character which every one feels that the race should never cease to breed, for every one is sensitive to its superiority. The duty is incumbent on mankind, of keeping military characters in stock—of keeping them, if not for use, then as ends in themselves and as pure pieces of perfection,—so that Roosevelt's weaklings and mollicoddles may not end by making everything else disappear from the face of nature.

This natural sort of feeling forms, I think, the innermost soul of army-writings. Without any exception known to me, militarist authors take a highly mystical view of their subject, and regard war as a biological or sociological necessity, uncontrolled by ordinary psychological checks and motives. When the time of development is ripe the war must come, reason or no reason, for the justifications pleaded are invariably fictitious. War is, in short, a permanent human obligation. General Homer Lea, in his recent book "the Valor of Ignorance," plants himself squarely on this ground. Readiness for war is for him the essence of nationality, and ability in it the supreme measure of the health of nations.

Nations, General Lea says, are never stationary—they must necessarily expand or shrink, according to their vitality or decrepitude. Japan now is culminating; and by the fatal law in question it is impossible that her statesmen should not long since have entered, with extraordinary foresight upon a vast policy of conquest—the game in which the first moves were her wars with China and Russia and her treaty with England, and of which the final objective is the capture of the Philippines, the Hawaiian Islands, Alaska, and the whole of our coast west of the Sierra Passes. This will give Japan what her ineluctable vocation as a state absolutely forces her to claim, the possession of the entire Pacific Ocean; and to oppose these deep designs we Americans have, according to our author, nothing but our conceit, our ignorance, our commercialism, our corruption, and our feminism. General Lea makes a minute technical comparison of the military strength which we at present

could oppose to the strength of Japan, and concludes that the islands, Alaska, Oregon, and Southern California, would fall almost without resistance, that San Francisco must surrender in a fortnight to a Japanese investment, that in three or four months the war would be over, and our republic, unable to regain what it had heedlessly neglected to protect sufficiently, would then "disintegrate," until perhaps some Caesar should arise to weld us again into a nation.

A dismal forecast indeed! Yet not un- plausible, if the mentality of Japan's statesmen be of the Caesarian type of which history shows so many examples, and which is all that General Lea seems able to imagine. But there is no reason to think that women can no longer be the mothers of Napoleonic or Alexandrian characters; and if these come in Japan and find their opportunity, just such surprises as "the Valor of Ignorance" paints may lurk in ambush for us. Ignorant as we still are of the innermost recesses of Japanese mentality, we may be foolhardy to disregard such possibilities.

(To be continued)

EDITOR'S NOTE

We regret exceedingly that the name of Miss Lucy Wheelock was omitted by mistake from the splendid article on "Habit Formation," which appeared in the April issue of the Magazine. It was really the best statement of the subject we have read, and was sane and practical as well as being based on true scientific principles.

THE EDITOR.

Errors of Life

To look for judgment and experience in youth.

To endeavor to mold all dispositions alike.

Not to yield in trifles.

To worry ourselves and others about what cannot be remedied.

Not to alleviate if we can all who need alleviation.

Not to make allowances for the weaknesses of others.

To believe only what our finite minds can grasp.

NOTES FROM THE ST. LOUIS CONVENTION

The Committee of Nineteen at the meeting Monday morning was presided over by Miss Anna Law of Cincinnati. A reception to the committee and officers of the Union at the home of Mrs. John H. Shapleigh, 4950 Berlin avenue, followed. The Executive Board held a session at the Hotel Jefferson in the evening.

The principal speakers at the conference of training school teachers and supervisors Tuesday afternoon were Miss Alice O'Grady of Chicago and Miss Julia Wade Abbot of Teachers' College, Columbia University, whose subject was "The Materials of the Kindergarten." Miss Patty S. Hill presided. At the evening meeting a fine musical program was rendered by the Schubert Club of Teachers' College, St. Louis. The following addresses were given:

"The Changing Population of our Large Cities," Mrs. Anna Garlin Spencer, director of School of Ethics and member of faculty of New York School of Philanthropy.

Mrs. Spencer strongly urged the passage by every state of a compulsory education law, requiring that all children at the age of four years be placed in a kindergarten. Her statements were received with prolonged applause. Continuing she said:

"Education in its largest sense must be the social solvent and the unifying influence. If so then we must not leave any children unprotected by the compulsory education statutes until the age of eight years or even six years. There is plenty of time before that period is reached to spoil a pretty good specimen of the genius baby * * * Of course, in this presence, all will admit that the only proper school to compel a child of four years to attend is a good kindergarten. Let us take our stand upon that point, and say that especially in the mixed population of our cities and towns and especially in cases of foreign parentage, there must be a compulsory educational provision that reaches down to the fourth birthday and sets the child in right educational relationship in the kindergartens at or near that age * * * How shall the land that has offered a refuge to the oppressed of all races and climes of the earth keep fast its own integrity and grow along the lines of its own genius except the life of its children be early fused in truly democratic ideal and practice? * * * How shall the immigrant child keep his rooting in family affection and filial trust except the first institution he is influenced by, the public school, gives him a new translation of that ancient safeguard of the young in terms of the modern life? And how shall these United States fitly profit by the wealth of human variety that is now poured into its "melting pot" except the true value of each child is early discovered and developed? It is meet and fitting that in the International Kindergarten Union this great question of racial association should be discussed. Here, if anywhere, may we not clearly see that the little black child has something to give the white child, as the white the black?"

"The Kindergarten and the Family of the Little Foreigner," Miss Hortense M. Orcutt, supervisor of Free Kindergarten Association, Savannah, Ga.

Miss Orcutt said, in part:

"If the American nation could place each immigrant family that comes to her shores in a training school for democracy for one or two

years, it is venturing a modest probability to say that half of our national troubles would be eliminated and the other half greatly simplified and helped. At present such a training school does not appear to be a practical ideal, but in the meantime we have the kindergarten, and, if we stop carefully to think what this means, we will see that it is really doing by indirection what such a training school as I have imagined, would aim to do directly. It is offering an epitome of a true democracy to the family through one of its youngest members.

"The kindergarten is a mode of life, not a mere system of instruction, and as a living process it is understood by people who cannot speak our language. The child's interest, happiness and growth are the interpreters that tell the immigrant family in no uncertain terms, that this new land of their adoption is a good place for their child and therefore, in the end, a good place for them."

"The Process of Americanization in the Kindergarten and the School," Mr. Frank Manny, principal of Western State Normal School, Kalamazoo, Mich.

Mr. Manny, referring to the "Americanization of the Immigrant Children," said:

"Today we are struggling with the vocational education problem. All the results of the democratic movement appear in the contest. The world has never seen before so much evidence of intelligence in the discussion of a school problem. It is encouraging to see how plans are challenged which, without the experience of recent years, would have seemed next steps in progress. Evolution is first by chance successes, and later by conscious selection. It begins to seem that we are entering into the higher stage. * * * These are some of the considerations which appear in the process of Americanization in the kindergarten and the school. There are many temptations for these institutions to abide when the need is that they go on. The stage of life in which the idea became the tool we call the working hypothesis also produced less vital forms of idealism and transcendentalism, which are ever ready to stay progress, using even religious sanctions to accomplish this end. Empiricism and materialism, too, have their retrograde tendencies, which limit and take too little account of the freedom that comes from the recognition of the function of the absent. * * * America stands for an inclusion which takes account of the past as resource, the present and the future as co-operating factors, not as competitors; it stands for responsibility for material, process and result. I should like to discuss the ways in which we are learning to conserve elements which we have ruthlessly wasted. This is particularly true of the resources which the immigrant brings to us and which we cast aside, not realizing that they are the first things in his growth."

At the Wednesday morning session addresses of welcome were given by Mayor Kreismann, Robert Moore, president of Board of Education, Ben Blewitt, superintendent of instruction, Mrs. Phillip N. Moore, president of the General Federation of Women's Clubs, and Miss Alice O'Grady, president of the Union, responded happily.

A reception was given at the Artists' Guild.

"Discipline and the Kindergarten" was the subject for Wednesday afternoon, which was handled by three able speakers, namely: Laura Fisher of

Boston, Miss Stella L. Wood of Minneapolis, and Prof. E. A. Starbuck of Iowa State University. Professor Starbuck discussed the question from a psychological standpoint, showing how the discipline of the little folks depended, not on a set of rules, but on the personality of the teacher. He declared that the primary teacher must feel that she has a special call for the work and must be alive to the responsibilities of character-making, since she has charge of the pupil during the formative years of his life. After she is through with the little one there is no use in attempting to undo work she has commenced.

Miss Laura Fisher of Boston and Miss Stella L. Wood of Minneapolis, the other speakers of the afternoon, devoted their attention to the more practical problems of discipline, agreeing with Professor Starbuck in the underlying principles.

We hope to give their addresses in full in a future issue of this Magazine.

At the Wednesday evening meeting at Solden high school, Susan E. Blow of Cazenovia, N. Y., the veteran kindergartner, was given a salute such as few educators have ever received. As she stepped to the front of the platform, the audience rose, and cheer after cheer rang through the building. Finally when quiet was restored, Miss Blow began her address, entitled, "The Service of Dr. Harris to the Kindergarten." Miss Blow started the first kindergarten in St. Louis under the guidance of Dr. Harris, who was then superintendent of the St. Louis schools.

She told of the opposition that was encountered even from subordinates in the educational circles of forty years ago: how prejudice had to be overcome, and the difficulties of practical administration met. The personality of the former superintendent, she said, was the greatest factor in the trial of the system of child education.

The other speaker of the evening was G. E. Johnson, Supervisor of Playgrounds, Pittsburg. He declared that play is the mother of education as well as of invention. Tracing the development of the chief inventions that have influenced the progress of man he showed how each had started in a play idea.

Jesus Christ, Charles Darwin and Friedrich Froebel he declared to be the epoch-makers of history, the first in religion, the second in science and the third in education. He showed how the playground idea had grown out of the educational theory of Froebel and how its growth had depended on the growth of the kindergarten.

"Fifteen years ago," he said, "there were only four cities in the country that maintained public playgrounds. In the last four years 246 cities have started these institutions, 142 will start them in the near future and 400 others are busy gathering data for their inauguration. New York and Chicago alone have spent \$27,000,000 on playgrounds in the last four years."

At the business session the following reports were made: Committee of Nineteen, Miss Annie Laws, chairman; N. E. A. Committee, Miss Mabel MacKinney, chairman; Committee on Amendments, Mrs. Mary B. Page, chairman; Credentials and Elections, Miss Helen P. Steele, chairman:

Owing to the large amount of routine business it was decided to postpone the report of the committee on Time and Place until the Friday morning meeting, at which time the announcement of the election of officers was given as follows:

President, Miss Mary C. McCulloch of St. Louis.

Vice-presidents, Miss Nina C. VanDewalker, Milwaukee; Miss Hortense M. Orcutt, Savannah, Ga.

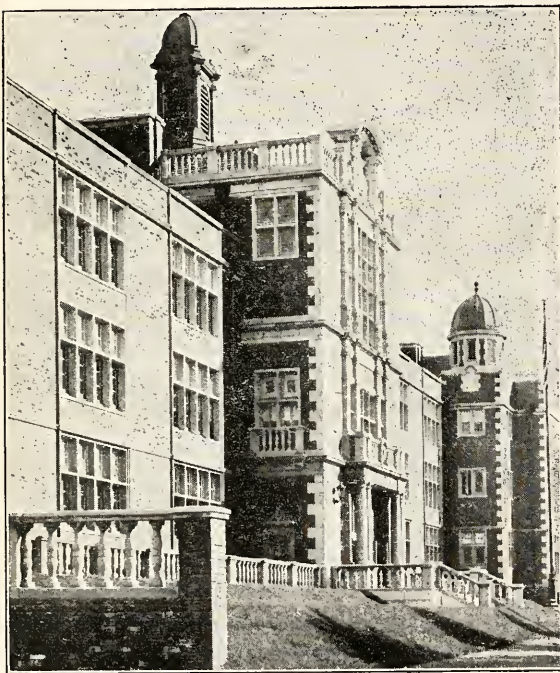
Recording secretary, Miss Caroline D. Aborn, Boston.

Corresponding secretary and treasurer, Miss Ella C. Elder, Buffalo.

At one o'clock Thursday the delegates were entertained at a luncheon at the Union Avenue Christian Church by the mothers of kindergarten pupils of St. Louis.

THE PLAY FESTIVAL

The unique feature of the convention was the Play Festival at the Liederkrantz club, Thursday afternoon.



SOLDAN HIGH SCHOOL

Over 400 women dressed in white, including young, middle aged and old, took part in the play festival. The St. Louis Republic says that not the least agile of the 400 were those women who have grown gray-headed in their years of work with the youngsters. All displayed the suppleness, which is supposed to belong to the bodies of the very young or the very well trained.

Following a reception to visiting teachers, the festival started, shortly after 3 o'clock, with a grand march, led by Miss McCulloch and Miss Susan E. Blow, the dean of the kindergartners, who, in 1873, first demonstrated in St. Louis that the ideas of Friedrich Froebel were practicable. Marching to the music of a piano

and cornet, the women filed in a double column onto the great floor, marching and countermarching, until they were banked ten deep toward the center.

Then, as the march stopped, Miss Annie E. Choisel, a teacher in the Blow School, and a member of the first kindergarten class, taught by Miss Susan E. Blow, sang "Die Wacht am Rhein," as a tribute to the fatherland of Froebel. From that time to the chorus singing of "My Country, 't's of Thee," at the close of the exercises, two hours later, there was one continuous round of applause for the efforts of the 400 play-children.

At the singing of the song, "Good Morning to You," in which the teachers took the part of children entering the schoolroom and directing their greeting to Miss Blow, who had taken a seat on the platform, the venerable kindergartner was given another ovation like the one accorded her when she rose to speak at the Soldan High School Wednesday night.

Trained groups from the various cities took their turn in the demonstration. Nearly all of them played the "trades games" in which they sang about the wheelwright and the farmer, the blacksmith and the carpenter, showing by gestures the things told about in the verses. All of them had a variation of the "wreathing game," in which they march and turn and twist about in a sort of continuous "London bridge is falling down."

The heartiest applause was given to a pretty figure shown by fifty-four St. Louis teachers. It is called the "See-Saw," but is much more beautiful than its name. The whole group was arranged in three rows, six triples to a row. At the words "See-saw, see-saw; up and down we go," the group rises and falls in imitation of eighteen separate "teeter-totters."

In the "Robin Song," given by some of the Chicago teachers, four of the circle of demonstrators detached themselves from the line and wove in and out of it, waving their arms and swaying in imitation of the harbinger of spring. In the war dance, in which sixteen young women gave a musical and perfectly orderly imitation of Apache festivities, there was much more vigorous action than in the rest of the game. The "sea-shell" game, the "star" game and the impersonation of railroad trains were also vigorously illustrated and are said to appeal strongly to the imagination of the little ones.

Miss Gertrude E. Crocker played the piano for the festival accompanied by D. K. Howell, cornettist.

Over four hundred kindergartners took part in the festival.

The attendance was large and much enthusiasm and interest manifested.

The welcome was royal throughout, the speeches were unusually able and the meetings very enthusiastic.

All voted St. Louis an ideal convention city and her glory as such will not soon depart.

There was a sharp contest between Des Moines and Cincinnati for the place of meeting in 1911, but up to the time of going to press the matter had not been decided.

The Kindergarten exhibits on the third floor of the Solden High School were very interesting and instructive. The following are a few of the more important:

An exhibit showing the historical development from 1873 to 1910; the historical exhibit shown at the New York convention in 1907; interesting historical collections of kindergarten literature, arranged in chronological order from 1872 to 1910; St. Louis training class work arranged on tables according to four decades; special Froebel relics, including some of the great kindergartner's own work loaned by the Boston, Chicago and New York Associations. Boston, Buffalo, Chicago, Cincinnati, Milwaukee, New York, Pittsburg, Ypsilanti and St. Louis are among the cities that contributed toward the general exhibit.

NEWS NOTES

Chicago—Chicago Kindergarten College—Alumnae—On March 19, Miss Georgene Faulkner gave at the college hall the opera of "Hansel and Gretel." Miss Rachel Plummer of the senior class sang several charming songs and Miss Caroline Paddock accompanied at the piano with the assistance of children's band of twelve. The entertainment was given in honor of Miss Harrison—the benefit to go to the Elizabeth Harrison scholarship fund.

Mrs. Ruth Morris Kersey has given a fine course in primary methods. Mrs. Kersey has not been with the college for some years; it is a great pleasure to the faculty and alumnae to welcome her back again.

During the months of January and February the college had a series of six lectures by women physicians of Chicago, each a specialist in her own line. Topics: General Hygiene of Schools; Nervous Disorders of Children; Care of Children's Eyes; Social Hygiene; Diseases of Childhood; Contagious Diseases.

The Alumnae News, the little magazine published by the Alumnae and in the past confined to Alumnae news, has received the new name of Kindergarten Journal and the editors are planning to broaden the scope to take in affiliated training schools.

Bernardsville, N. J.—Miss Cora Webb Peet of East Orange, N. J., delivered a lecture before the members of the Home and School club, connected with the public schools of the city, April 21st, Froebel's birthday. Her subject was, "Some Kindergarten Principles."

New York City—The School of Ethical Culture held their annual exhibit April 2d, and as usual there were many interesting things to see in the kindergarten department. This school aims to develop manual dexterity so that each grade has something to show of value along these lines.

The summer school to be conducted by Elizabeth Harrison and Mrs. J. N. Krouse, of the Chicago Kindergarten College, promises to be more than usually successful. In addition to the kindergarten courses, there will be special courses for primary teachers.

Kalamazoo, Mich.—A number of kindergartners expect to attend the St. Louis convention. Mr. Frank Manny of the Normal School, will deliver an address on "The Process of Americanization in the Kindergarten and the School."

Grand Rapids, Mich.—Mrs. Clara Wheeler attended the St. Louis convention this week. Mercury there registered at one time seven degrees below freezing.

Pasadena, Cal.—Mrs. Prudence Brown has been giving kindergarten extension lectures at the Chicago Kindergarten College this winter. She has had some twenty years of experience with children in the home as well as in the kindergarten, and has evolved a method of dealing with children in the home, employing the same principles of self-activity and self-determined obedience in use in the kindergarten. Wherever she has addressed meetings of parents on this theme of child nurture in the home, they have been most interested and enthusiastic.

New York—Miss Minnie Orr repeated her illustrated lecture on "Froebel's Land" before the Kraus Alumni Association, April 9th.

Chicago—A story-league has recently been organized in Chicago, and the following officers elected: Honorary president, Elizabeth Harrison; president, Georgene Faulkner; vice-president, Mrs. W. T. Underwood; secretary, Frances K. Wetmore; treasurer, Mrs. H. M. Lyde. The object of the league is to encourage and develop the art of story-telling in the home, school, Sunday school, library and play-ground.

BOOKS RECEIVED

"Children's Classics in Dramatic Form." Book two. By Augusta Stevenson. This series of books aims to serve three distinct purposes: First, to arouse a greater interest in oral reading; second, to develop an expressive voice—sadly lacking in the case of most Americans; and third, to give freedom and grace in the bodily attitudes and movements which are involved in reading and speaking. The stories given are for the most part adaptations of favorite tales from folklore,—Andersen, Grimm, Aesop, and the Arabian Nights having been freely drawn upon. Houghton Mifflin Company, Chicago.

"Number by Development." A method of number instruction in the primary. By John C. Gray. A. M., Superintendent of Schools, Chicopee, Mass. The aim of this book is to present a working outline of a development system of primary number teaching. J. B. Lippincott Company, Philadelphia.

"A Primary History." Stories of Heroism by William H. Mace, professor of history in Syracuse University; author of "Methods in History," "A Working Manual of American History," and "A School History of the United States." Illustrated by Homer W. Colby. Portraits by Jacques Reich and P. R. Audibert. Rand McNally & Company, Chicago.

"Scientific Living for Prolonging the Term of Human Life." The New Domestic Science, Cooking to Simplify Living and Retain the Life Elements in Food. By Laura Nettleton Brown. A great truth is emphasized in this book, namely, that in the ordinary processes of cooking the organic elements become inorganic and food values are destroyed. This dietetic idea is most important, and it is claimed by the author that when generally known and made practical it will restore the racial vigor as nothing else can, free woman from the slavery of the cook stove and become a large factor in the solution of the servant problem. The Health Culture Co., Passaic, N. J. Price \$1.50.

A WEIRD HARVEST

FATHERS, mothers, clergymen, teachers and social workers are to-day confronted with the awful problem of the growing irresponsibility of children. American parents have long been sinning against their children either by severity or by the overindulgence of their every capricious whim and fancy, until to-day the term, "American child" has become a proverb. The awful harvest for which we have been sowing is here. The criminal records show the too prominent part which children act in the tragedies of the day. Courts, homes for delinquents and the morally defective, and reformatories have not been able to stay the flood.

But during all these years there have been those, not so very many, either, who said that the solution of the question lay with the parents of the land—that "home training" was the magic word which would produce miracles. Among those who never ceased pleading with parents in behalf of their children was the late Mrs. S. M. I. Henry, long a purity worker and evangelist of the W. C. T. U. Almost her last work was to give to the public a book in which she summed up her best and most mature ideas concerning child culture.

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In some cases statements falsely attributed to the Forest Service in advertising matter have been corrected when attention was called to the facts, but not before the misstatements had been widely circulated. Secretary Wilson says he does not intend to allow the name of his department to be used as a means of victimizing the public, and that in future any concern which attributes to the Forest Service unauthorized statements may expect the statements to be publicly disavowed.

FROM A TO Z

A wondrous thing, the alphabet,
As, doubtless, you'll agree;
No honey from the B we get,
No water from the C.

The J has never built a nest;
No pod enfolds the P;
And there is nothing to suggest
A — beyond the D.

No oyster has the R to sell;
No pupil has the I;
No house adjoins the modest L,
No question asks the Y.
The X is never cross, and O
From debt is wholly free;
And cockney H you'd now know
By its apostrophe.

No type is measured by the M,
No sugar spoils the T;
No Dutchman fashions dykes to stem
The inrush of the Z.

No lambkin tags behind the U;
The U no wool has she;
No Chinaman upbraids the Q;
No Scottish tears shed E.

The F is sharp, if not acute;
And A is flat, it's true;
While G and N and K dispute
The ownership of Gnu, New,
Knew.

The S its \$ counts for nought
But VV to me
Suggests that for these rhymes I
ought
To get a double "V."
—Frank Roe Batchelder, in The
Smart Set.

"The Two Great Questions: The existence of God and the Immortality of the Soul," is the subject of a book just published by Lysander Hill, embodying the results of a life-long study of the bearings of modern scientific discoveries upon the great question of man's destiny at the end of this life. This book appeals especially to the scientists, theologians, lawyers, doctors, psychologists and educators. For sale at A. C. McClurg's. Price \$2.00. It may also be obtained by applying to the author at 1463 Monadnock Bldg., Chicago, Ill.

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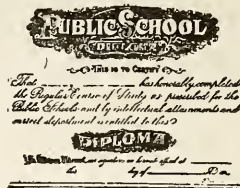
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How to Tell a Story: Psychological Principles and Spiritual Equipment.

EDITORIAL FROM "EDUCATION" BOSTON, FEBRUARY, 1906.

A course of lectures unique in material and scope, as compared with the traditional "talks to teachers" with which all are familiar, is that of five lectures begun by Mr. Richard T. Wyche, and to be continued through January to the Baltimore teachers. It is distinctly a course in story-telling, and with lecture and conference will include fairy and folk tales, and develop the stories of Siegfried, King Arthur, Ulysses, Beowulf, and selected Bible stories. The telling of stories—stories that have an historical and race significance—is an art of which every teacher should be possessed, and not elementary grade teachers alone, but those of the high school as well. The dramatic sense is strong in children, and particularly at the beginning of the adolescent period. In all historical studies, and those in which the evolution of civilizing forces and conditions are prominent, there is a constant need that teachers, particularly of the high schools, be able to give the human perspective, the race setting, the genetic view. The teacher of history, of literature, of art, of invention, who has this power of graphic presentation and dramatic setting, is equipped as most teachers unfortunately are not. Baltimore is to be congratulated.



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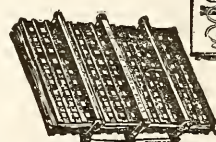


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The Kindergarten-Primary Magazine

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IMPORTANT

NOTWITHSTANDING the fact that we have requested that all subscriptions and advertising communications be sent to the business office at Manistee, Mich., we frequently delayed by the sending of business details to the editorial office. Please send all editorial matter, except late news items, to the New York office, and all business letters to the Manistee office.

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The Kindergarten-Primary Magazine

Dedicated to the Child and to the Unity of Educational Theory and Practice from the Kindergarten Through the University.

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NEW METHOD IN INFANT EDUCATION

JENNY B. MERRILL, PD. D.

This article is the fifth and last of a series which has endeavored to set before American kindergartners an Italian modification of Froeblian methods. A new series of "didactic materials" or educational playthings has been invented in Italy by a woman physician, Dr. Montessori. She has set forth her method of using these materials in a book entitled, "Il Metodo della Pedagogia Scientifica Applicato All' Educazione Infantile nelle Case dei Bambini."

No complete translation of this book has yet been made into English, but its main features have been described in the London Journal of Education. Many of its in-

teresting devices were explained to me personally by the Baroness Franchetti while she was inspecting the kindergartens and schools of this country, and to me they have seemed worthy the study and attention of American kindergartners because of their exactness in training the special senses while at the same time claiming to encourage the "spontaneous reaction of the child."

Dr. Montessori makes the claim that "the same didactic material that renders education possible for the defective child arouses the normal child to self-education," but in conversation with the supervisor of defective children in the schools of New York City, Miss Farrell, I have learned that the methods with defective children are now being more closely related to those used in educating normal children.

There is evidently room for discussion and comparison of opinions.

The kindergartners who may have become interested in this subject as it has been presented during the year in the Kindergarten-Primary Magazine are indebted to Miss Mary F. Schell, one of our able public kindergartners in the Italian district of Manhattan. Miss Schell has mastered the Italian language for the sake of doing efficient work in her locality. She dearly loves the Italian children, and her efforts to translate for my use in this series of articles, the principal sections of Dr. Montessori's "Il Metodo," have been in their interest as well as in the broader field.

There is much of interest in the method to Miss Schell as well as to myself but her general criticism is that the devices seem to be too scientific and she misses the play spirit. She also fails to recognize the creative self-activity of the child to any marked degree.

She does not find the child led to **construct** and to free self-expression in the use of this new "didactic material."

She finds **training**, close, careful, detailed exercises that seem to savor of the school rather than the natural development found in our best kindergartens.

This seems strange and incomprehensible when we recall that Dr. Montessori writes, "With my method, the teacher teaches little, observes much and above all should guide the activities of the child and their development." This surely appears to be good Froeblian doctrine.

The apparent discrepancy may be explained when we consider, for example, the exercises in fitting cylinders of various sizes into corresponding holes, or forms of differing shapes into corresponding openings, lacing and unlacing, buttoning and unbuttoning. Such exercises all call for limited and definite reactions, and in no way encourage self-expression or construction. Such exercises may possibly need more emphasis in our kindergarten nurseries. The age mentioned for them by Dr. Montessori is from two and a half to three years. Our peg-boards are designed for the youngest children and soon lose their educational value. The new materials would prove intelligent modifications and advances upon the peg-boards now in use.

We deplore, however, with Miss Schell, the apparent absence of the use of the **building instinct** which if appropriately exercised with blocks of various sizes and shapes would unconsciously accomplish the same ends sought and higher ones also.

We find free drawing is recommended and to some extent free modeling but the tendency in modeling has already been criticised in a previous article of this series. (See Kindergarten-Primary Magazine, March number).

One of the pedagogic suggestions which we can all warmly advocate is "**the ignoring of mistakes**," lest by drawing attention to them we fix them in the child's mind. For example, in the chapter on teaching color, the teacher is advised not to tell the child he has named a color incorrectly, but to leave it and return to it the next day naming it correctly. This is a simple application of a great principle which is being more and more recognized in the training

of children. In moral training and in school discipline it is most efficacious. It is the positive method as opposed to the negative. It is the gospel of the kindergarten which has taught mothers and kindergartners to use "do" instead of "don't" whenever it is possible. The simpler applications of this principle are, however, too frequently forgotten in our kindergartens. We are glad to have them presented so clearly as in the naming of colors.

In closing this series we wish to express the hope that our traveling kindergartners will endeavor to visit these new institutions in Italy for we recall that even so distinguished a woman as Miss Peabody found that she had not been able to do justice to Froebel by reading and hearsay.

We realize that we are considering the work of another able woman and educator. Let her own words speak for her in the following quotation:

"There exists a prejudice that the child left to himself does not learn. Instead we see him little by little spontaneously acquire notions and language by which he is surrounded, making great efforts to understand and imitate.

We are the cicerone of these travelers in the life of thought and must be intelligent and cultivated that they do not lose themselves in empty, inexact discourses, but must lead them to observe the principal and most beautiful in order that they may not lose time in useless things, and in order that they may find pleasure and satisfaction in all their travels."

A YEAR'S MOTHERS' MEETINGS IN THE KINDERGARTEN

EMMA McDougall, New York.

As some six different nationalities are represented in our kindergarten we thought it a good plan to take up with our mothers a study of the countries and peoples of these different nations.

Besides the main object of all Mothers' Meetings—the bringing together of mother and teacher in a sympathetic and intelligent relationship, we had two particular aims in choosing this special subject. One was to bring the mothers into closer touch with their older children, whose mental world soon becomes so different from

theirs. The mere study of the large map on the wall, we felt, would give them an insight and a sympathy with the older children's work in geography.

The second object was to create a respect and a feeling of brotherhood for other nationalities than their own. We think our work has been especially fruitful in this latter way. Indeed, we ourselves feel drawn nearer to this mother who came from Pressburg when we see her face light up at the mention of the name of Caria Theresa, as we point to the dot on the map representing the town on the Danube and tell the story of the brave young queen, holding up her infant son to the assembled nobles and pleading for help from them.

Another plain little German mother is glorified in the eyes of the others, as her girlhood's home is pointed out on the banks of the River Rhine.

RECORD OF MEETINGS FOR THE YEAR 1909-10

October

Opening meeting.

Subject of talk—The Kindergarten.

November

Thanksgiving party with the children.

December

Subject—Germany.

Coffee served before the meeting.

Songs—

"Oh Tainnenbaum!" and German National hymn by the mothers and kindergartners. "Holy Night" in German words by three girls from Fifth grade.

Map Study and Talk—

Situation of Germany and its relative size; the countries bounding it; its central position in Europe; its power; its great improvement in recent years; its powerful army and navy.

Open Talk—

Mrs. Von H. came from Wurtemberg. She lived near the city of Stuttgart and she told of the toymakers—children and women—and a certain kind of wood out of which the toys are made. We showed our German toys which Miss S. brought us from Germany. "Yes, that is the kind of wood grown in Wurtemberg."

Mrs. S. came from Hocht, near Frankfurt, and she told us about the town criers and goose-herders, pig-herders, market, etc. She brought picture postcards, among

them one of the town of Hocht.

Mrs. W.'s father came from Berlin. We all talked of the Emperor and his palace at Berlin. Story of Emperor William I and the children who brought him a bunch of his favorite flowers.

The country customs and costumes and the Christmas festivals were discussed by the German mothers; several interpreters assisting so that all could understand.

Germany was compared with America—"America is best."

Pictures—

A picture of an old German house with a wagon beside it and a grape-vine growing upon the wall, created excitement and brought up reminiscences. We had pictures of the Crown Prince and Princess and views of Berlin. One of the mothers brought a picture map of the River Rhine with the castles and places of historical note on its banks. "They call the Hudson, the Rhine of America," Mrs. K. said.

Stories—

Legends of the Rhine: Maus Tower, the Loreley, Nibelungen myth; Wagner and his operas were briefly touched on.

Story of Hansel and Gretel told by Mrs. K.

Story of Hans, the lazy man, amusingly told by Mrs. S. and Mrs. Wm. H.

Anecdotes of Frederick—Old Fritz—told in German by Miss Bertsch, my associate kindergartner.

A short time for dancing, then good-bye.

January

Subject—Russia.

As the company assembled tea was served, in Russian style, from a steaming samovar on the table. This shining brass combination kettle and stove was loaned us by Joe's mother, who brought it with her from Russia.

We looked at the map of Europe, considered the size of Russia and compared it with that of the other countries of Europe. We spoke of its boundary, the climate and the surface of the country from the Arctic Ocean to the Black and Caspian seas; its government; its products and exports; its institutions; its people, their physique, their intelligence, their religion. The Serfs, their number and their mode of living. Moscow and its bells. Other important cities; their shops and markets.

Open Talk—

Peter the Great and the founding of St. Petersburg.

Music—

(Piano) The Russian National Hymn.

"Song of the Voyager," Paderesusky.

We closed the meeting with a story.

February

Subject—Austria-Hungary.

While taking our tea and rice-cakes today one of the kindergartners explained and showed the division of the cube in the third, fourth, fifth and sixth gifts. Then the company was invited to the assembly room of the school to see the Hungarian Folk dance performed in costume by eighteen girls from an upper grade.

In the kindergarten room again we studied our map of Europe. We reviewed our former lessons, that is the relative size and situation of the countries of Europe; and then we discussed Austria-Hungary.

We pointed out its mountains and plains and talked of its many peoples and languages; its government and its capital cities, Vienna and Budapest; the products of the country and its great thoroughfare, the Danube river.

The far-away Budapest seemed very near when we pictured the city at twilight with the lines of electric lights and the electric cars running in all directions, and learned that Budapest was the first of the capitals of Europe to use electricity in public transportation.

Roumania, the home of the gypsies, discussed and a period of conversation and questions followed.

Pictures—

The Floating Mill on the River Danube.
Hungarian peasants in costume.

Music—

A gypsy melody on the piano.

A few games closed a very interesting meeting.

Other Subjects—

The remaining countries to be taken up this year are Ireland, Italy and America.

Suggestions have been given for additional features of these meetings. Among them the use of the national flags; dolls dressed in the costume of the country; descriptions of marriages and other ceremonies.

*THE PROCESS OF AMERICANIZATION IN THE KINDERGARTEN AND THE SCHOOL

PROF. FRANK MANNY,

State Normal, Kalamazoo, Michigan.

A few years ago in a school in New York City the question was asked the children at Thanksgiving time "What are you thankful for?" A large number of the pupils answered "Because the Pilgrims landed on Plymouth Rock." I did not then nor do I now wish to underrate the importance of that event but I stated that I wished that the young people in the class—two-thirds of them immigrants of the first or second generation—would remember to be thankful that their parents or themselves had landed at Ellis Island.

What associations that name, Ellis Island, carries with it! I was there not long ago helping a friend to take pictures of the newly arrived candidates for the Melting Pot. A little later one of the photographs we had taken came to me. It represented a strong, noble young Greek woman from Southern Italy. Her eyes were looking far away and underneath the artist had written two lines from Whitman's *Facing West* from California's Shores. You recall the verses in which the race movement is traced from Asia through Europe to the western coast of America when the long time traveler exclaims:

"Where is what I started for so long ago
And why is it still unfound?"

It is this question which confronts us in the ghettos of our great cities, in our construction camps, in our factories, in the young life wasting in our street trades, in our homes, in our schools. Out of the eyes of millions, as from those of the Greek maiden, we are asked "What is this America toward which we have been tending for ages? What is its contribution to life?" Whether we see in those wistful eyes the transcendental reminiscences of a far off divine existence or they are charged with the accumulated upward striving of physical life ever gaining more psychical functions, from its more adequate organization—in either case there is laid upon us a demand for life, more abundant

*Read at I. K. U., St. Louis, Mo.

life, and the problem is ours—"What is it to be American?"

There is not time here to begin to answer this question. The most adequate statement that I have found is in an address given a few years ago at Cleveland by Professor Palmer of Harvard. It is published in his book entitled, "The Teacher," under the suggestive heading, "The Glory of the Imperfect." I shall not attempt to give even a brief analysis of the matter it contains but trust that the title is sufficiently suggestive to lead those who do not know this remarkable paper to seek it out.

It is the work of the school including the kindergarten to which we are to turn. Education has been variously defined, but speaking broadly, the definitions that have been stated can be grouped in three classes. In the first are those which are concerned with the necessity of adaptation on the part of the individual to his environment—a fixed environment. A second group shows man still adapting to environment but there is more progress and it is seen that environment changes. What would serve well today may be a serious misfit tomorrow. The third class includes those who believe that beyond the first two and dependent upon them stands an ideal of education which recognizes in the individual responsibility on his part as a factor in bringing about changes in environment.

Adaptation to a fixed environment—adaptation to a changing environment—responsibility as a factor in effecting changes—the name America implies a difference in the proportions of these three formulations from that found in the nations which preceded her. This increased sense of responsibility has led to less effort on the part of the individual to dominate the situations in which he is placed. Exploitation is looked upon somewhat differently today from what it was in the time of the Spaniards who saw in the Indians and the gold mines only material for their purposes. The conception has changed even since the formation of some of our great corporations and trusts and the machinery they created has helped us to these larger views. The rights of the individual loom large but their reverse side bears obligation which leads on to the rights of all members of society and fur-

ther into nature itself, where we hear today of the rights of the soil. We may attempt to bring together these various elements in the following statement: Education is a co-operative growth in experience, affording to the individual resources of self, society and nature and enabling him to participate in the progress brought about by the interaction of these factors.

Democracy means, on the one hand, greater possibility of participation in processes and consequently, on the other, the inclusion of a greater range of excellence and usefulness. The farther we go in the democratic organization of society the less waste there is—the larger is the number of persons who can fit into life because they have some measure of control and power of co-operation. The immigrant feels this vaguely, although his desire is for opportunity to gratify the customs and habits of his ancestors and he have formed in him rather than to make them over into the more adequate tools needed in American life.

What has all this to do with the kindergarten? Our modern school systems are a rude combination of the vestiges of less democratic days. In the elementary school we have had the training which society considered necessary for its workers—for those who were deemed less fit and less capable because of mental, social or natural inheritance. In earlier days they required no schooling in order to prepare them for their largely mechanical activities and the results of their routine of toil gave a material basis for the life of those who formed the freer classes—the more fit. These latter had their training in the secondary schools which were obliged to provide the element which distinguishes intelligence from instinct—that of leisure or culture. European schools show this stratification much more clearly than do those in America for the latter have been through fires unknown before in history which have obscured the lines of cleavage. Still the division is evident—the old ideals derived from the experiences of less fortunate days persist when conditions have changed and new combinations are possible if we dare to bring them about.

It is here that the great significance of

(Continued on page 322)

ETHICAL LESSONS FROM FROEBEL'S MOTHER PLAY

(A new translation by BERTHA JOHNSTON.)

BECKONING THE CHICKENS

What is really prettier, pray,
Than the baby's baby play,
Beckoning with the hand so wee!
Life's strong feeling here we see.

Alone man will not be
Companionship seeks he.

RHYME FOR THE CHILD

Beckon to the chickens dear,
Say "you're very welcome here,
Chick, chick, chick, chick, chick."

FROEBEL'S COMMENTARY

The beckoning hand of the mother and the dear little bent fingers of the child's beckoning hand need no further explanation for the external understanding of this play of the child. The strength and exercise gained by these finger movements speak for themselves.

Surely the mother depicted here has heard the mutual interchange of views occasioned by the preceding drawing. (The Grass-Mowing). Look at the strong healthy child; it cannot turn its eyes away from the cheerful converse-holding hens. The mother has undoubtedly brought him out into the open that he may see his fresh, active, inner life in the mirror of the external, clearly reflected and feel it powerfully stirring in himself. Several groups of children, some of them of course her own, have followed the mother out-of-doors, for who does not follow gladly, particularly children, where such a nurturing spirit manifests itself. But just look at these children themselves! Health, good-humor, and good-sense dwells in the countenances the movements, of all. See the three children upon the right, where the middle one is kneeling. Alluring as a magnet, the fresh life of nature operates upon them. So powerfully it operates upon the vigorous boy behind the two little girls, that to share it with these alone is not sufficient. No! he turns around to beckon over the three other children who so happily look across between the double trunk of the large tree. But these do not seem to have the wish to follow; the out-door view which opens before them attracts them too powerfully. And here, at the left, one child crouches low that he may not lose

one manifestation of the life-activity of the chicken-family. In contrast, the little girl raises herself with energy, her nurture-instinct already awakened, to call and beckon to the hen and rooster not to forget their chickens.

Thus, in Nature's mirror, each sees reflected his own peculiar inner life, which is strengthened by thus looking therein just as the child sees himself in the mirror of his mother's eyes and gathers strength thereby. Of course all of these children will grow up as joyously as the hop-vine which climbs up so thriftily near the little girl, and in old age they will all stand there as vigorously as the tree under whose shade the children now rejoice in the life of nature.

"Beckoning the Chickens" is so short an installment that we give this month a second commentary which is in a way complementary to the fore-going:

BECKONING THE PIGEONS

That which doth here darling please
Mother, in his bright eyes sees;
That which in him dormant lies,
Nurtures glad the mother wise.

RHYME FOR THE CHILD

The pigeons are eager to fly down to you,
We'll beckon them, saying, "Come, pigeons, Coo,
coo, Coo, coo, coo!"

FROEBEL'S COMMENTARY

What the child sees when out of doors on his mother's arm, or in her lap, she is glad to play for his pleasure when sitting at a table indoors. Thus, the fingers of the mother, which come pattering towards the child, are the pigeons or birds which pattered towards him out-of-doors. If the instinct of the child urges him to imitate the mother's action, the movement of the fingers will exercise the finger-joints. So much for the externals of this little play.

Life attracts life. As in the preceding picture the life of Nature attracted the life of the child, so here, living Nature especially the life of pigeons and birds, is attracted by happy, nurturing child-life. See how confidently the pigeons approach the children, as if they mutually understood each other's language. From all sides the pigeons fly down; it is as if they understood each other better insofar as other language was unintelligible to them. And is it not often your experience, mother, in your

familiar life with your children? Did not our children attend oftener to your words, when, when they did not yet understand them, more than now when their meaning, their sense is quite clear. Why? What does that signify? Must the animals teach us? Word and object, object and word, word and deed, deed and word are to them in their language, always one.

SUPPLEMENTARY REMARKS

As hinted above, these two pictures with their accompanying commentaries show different but corresponding sides of the same subject. In the first picture we see a mother in quaint garb who holds her little one on her right arm, as she beckons to the turkeys and the fowls that are in the pathway. At the right of the picture is a group of three children one of which turns his head as he beckons to another group of three who sit upon a hillside framed in by the double trunk of a large tree. At the left side of the picture crouches a little boy, his gaze intent on a group of tiny chickens. Behind him is a little girl beckoning vigorously to the hen and rooster which she thinks are neglecting their little ones. Behind her, against the building a thrifty hop-pine grows and on the roof reposes a peacock.

The second picture shows a mother seated at a circular table which surrounds a large tree. The mother holds the baby in her lap and with her left hand imitates the tripping of the birds. Her upward gaze is fixed on the flying pigeons. In the left hand corner are two little girls, one kneels, calling to the doves and towards the right two children are scattering corn.

A fine large German house and other buildings are in the background.

PHYSICAL AND MIND NURTURE

The main physical exercises suggested by this little play are those mentioned by Froebel incident to the beckoning movement and to that of the fingers in imitation of the tripping of the pigeons or hopping of the birds. But more active bodily exercise may be induced by having the children play that they are birds hastening to come in response to the beckoning of another child. Some may represent walking, some hopping, some waddling birds. Some may fly with the rapid movement of the

smaller birds and some soar as do the gulls. Call also the cows and horses of the farm. What calls do we use in attracting the animals? "Click, chick;" Bossy "Co-boss," etc.

Having in mind the love of the child for Nature and the protective instinct latent in all human beings, a part of which was developed by man's domestication of the wild animals, discuss with the children the domestic creatures and how has man domesticated them; what does he do for them? What do they do for him? Is there any obligation on his part to deal kindly with them and why? How does he show that he is the superior being? What do all domesticated animals require? They have in part lost the capacity to acquire their own food. They need food, shelter, cleanliness, water, exercise. Fowls include hens, turkeys, ducks, geese, peacocks, swans, etc.; then there are sheep, cattle, swine, horses, goats. What does each give to man? Where did these domestic animals originally come from? Many, like our fruits, came from Persia. Tell or rather read the "Story of my Assyrian Guest," published by the Pilgrim Press, a beautiful explanation of the shepherd psalm which illustrates care of shepherd in providing food and shelter. How do we prepare food for cattle? Grass, clover, timothy, cut, dried, made into hay or fodder, for winter use; also corn, oats, etc. Cattle also like or rather need salt at intervals. Is corn for fodder planted in same way as that for man? Difference between sowing and planting. Care in preparing food for animals. Fowl often eat scraps from table but also need special food as cornmeal for chickens, corn unground, for hens and pigeons, etc.

Speak of necessity for supplying fresh water for drinking purposes and how provided: in pans, or troughs; also pond or stream for ducks and geese and other water fowl. Even pigs are not naturally filthy and thrive better and more happily when they can disport themselves in cool, clean mud. Care required in keeping chicken-houses clean and free from vermin. If hens do not lay well in winter they must be induced to exercise by suspending corncobs or suet just far enough above so that they must jump for it. Is there any analogy

here among fowls and children? What about the children who sit around the house all day without exercising?

What shelter do we give cattle, horses, fowl in summer? In winter? Are the creatures glad when spring comes and the farmyard gates are opened so that they may seek the meadows? Speak of effect of fear and pain upon the bodily tissues. Poisons are generated by these emotions. How then should we care for cattle in transporting in trains? If the higher animal man is justified in killing the lower ones for food or clothing is he excusable for cruelty in so doing? In these days of invention and progress neglect or thoughtless cruelty should cease to exist. What about the horses that have grown old in our service? Should they be allowed to suffer from neglect or sold to people who may treat them thoughtlessly?

SPIRITUAL NURTURE

In the first of the Mother Plays in the current number we see the child's instinct for companionship extending even to the animal world. Man is a social animal; he seeks the fellowship of his kind and finds pleasure in ordinary circumstances and consolation in times of sorrow in the sympathy of the lower animals. To our translation of Froebel's line we add an extension of the thought as follows:

Man will not be alone; for good or ill
Companionship he seeks, and ever will.

It is this thought which the teacher must ever have in mind. She will try in kindergarten and school room to some extent to give the children the companionship of certain animals at certain times; "good mother hen," the squirrel, rabbits, etc.; and so give them glimpses into the world of animate nature; she will awaken the children to a sense of the pleasures derived from a loving understanding of nature; the mystery of the instincts which guide the animals in their search for food, in the courage with which they defend and protect their young; the many ways in which the wild creatures unconsciously serve man, the birds by destroying insects, the scavenger beasts by making away with what would injure man by noxious gases of decay. (Sea-gulls, keep the water free from decaying matter, the vultures of the

South, the dogs of Constantinople also thus serve man.) Some of these creatures we have tamed, and they repay our care by affection and confidence; they come at our call, and they allow us to approach them familiarly.

But what about our human companions? Here, too, we may beckon to us the companions that we will. We all need friends; companions with whom we may exchange confidences, reveal our inmost thoughts, our aspirations, with whom we may share our joys, and our disappointments. Whom shall we choose? It is an important question upon which depends largely our true success or failure in life. "A man is known by the company he keeps." Shall he fraternize with those who will ever keep him abreast of his best self or with those who are on the down grade and will in time drag him down?

The teacher in the country schools may often give a word of timely warning to the boy who anticipates going to the strange city. With whom shall he ally himself? With the forces that make for good, for progress? The city is a trying place for the young, the homeless, the youth or maiden condemned for awhile to living in the small hall-bedroom of a city boarding house. But armed with letters from church or friends there should be a way opened for making acquaintances that will ripen into genuine goodfellowship and friendship. It might be a good idea for country teachers to organize in some way with city teachers so that they could become mutually acquainted, and later, arm with letters of introduction to these teachers, the young man or woman seeking employment and friends, in the vast Unknown.

On the other hand, looking at the second picture we see the animals seeking the child, in response to its nurturing instinct. The child wants pets and pets want the child. What shall we do with this protective, this nurturing instinct? This deep-seated feeling, the outreaching toward something weaker than oneself is highly developed in most girls. The play with dolls exercises it and the many little duties that a little girl is required to perform in most homes helps develop and train. The little girl who cares for the younger

others and sisters, who helps set the table and wash the dishes, who gets papa's poppers and places them before the fire to warm, is continually exercising this impulse. But what about the boy? We no longer live under conditions which make long demands upon the man's protective instinct. We can travel safely from coast to coast without meeting a single robber or drawing revolver once. No baron is likely to sweep down upon his home and carry off his wife or daughter at point of the sword. The countryman is in little fear of wolves, Indians or other foes human or brute. The old-time demands upon his courage, valour, and protection have passed away. The instinct seems to have loosened its hold, and we find increasingly common the man who marries, brings children into the world and later, when the problem of present conditions become more and more difficult he evades his duties as head of the family he has established, by running away, leaving the wife to look after the children and bring them up as best she can. And in some way or other, so strong is the maternal feeling, that she does manage to bring up the young brood.

Can the school or home in any way develop the nurture, the protective instincts of the boy? For one thing, the little boy should be encouraged to play with dolls. He will sit up with them at night as papa does with him when sick; if a tea-party doll in order, he will see that the older dolls the first served and given the comfortable rocking chair. When playing street-car he will be taught to rise and give his seat to the little girl who enters carrying her toy market-basket, or the mamma with her baby-doll.

Boys should have living pets, when possible to keep them in happy environment, and they should be required to take good care of them. Among those families where the mother must also earn the daily bread boys are often seen taking kind care of the younger members of the family and this attitude of care, protection and responsibility is a germ which should be nurtured in all parents. The instinct is there; all that it needs is attention, cultivation and training.

Much depends upon the father in this nurturing of the protective instinct. In a

home where the father is always attentive to the comfort of the wife and mother, where he insists that brothers shall show due kindness and courtesy to the sisters, the boy is likely to grow up into the man in whom the kindly, protective attitude is strong. At the same time it need not degenerate into a weak sentimentality. The genuine, just, man is not the less a protector because he is willing to put into the hands of women the ballot which enables them to protect themselves.

In the country the children will have frequent opportunities to care for, feed, shelter and protect the pets of the farm, and city children who are able to spend weeks or months of the holiday season on a farm will receive impressions and experiences, and practice in this fostering care which may be made invaluable. Much depends upon the conscious attitude of the parent. City children in the parks see something of nature life and cities are providing more and more opportunities but at best it is a poor substitute for what the real country offers.

We have written a few lines suggesting a marching game which exercises in the protective instinct of the boy in another fashion.

OUR PROTECTORS

Tommy off as a soldier goes

His country to defend;

He marches straight, he bravely fights,

He's a hero to the end.

Edwin off as a fireman goes,

Endangered lives to save;

He nimbly climbs, with flames he fights,

Obedient, strong and brave.

Walter off, a life-saver goes,

The sea-coast to patrol;

He steps erect, the rope aims straight,

Or rows through the breakers' roll.

Francis off as a doctor goes,

So gentle, wise and kind;

He heals the sick, mends broken bones,

Gives sight unto the blind.

Each and all in the storms of life,

To their duty e'er are true;

In danger, trial and all mishaps

They will ever prove true blue.

In Frances Little's beautiful Japanese story, "Little Sister Snow," an American boy has reproached a little Japanese girl for her evident intention of drowning her cat. Neither understands the other's

language but we read, finally, that "Yuki Chan, with the intuition that only a child can have, suddenly bridged the gulf of strange language and understood. With the quick movement of a nestling bird, she bent forward and laid her cheek against the boy's shoulder."

Here we have an illustration of Froebel's point and probably most adults can remember instances when explanation has seemed to obscure one's meaning and have been ready to agree with the great Frenchman, that "language was invented to conceal thought."

Again, as Froebel says, with the animals, "word and deed, deed and word are one." It is this that attracts the child because it is based on truth, on trustworthiness, on action. Carrying out this idea further we see that the men and the women who attract and hold mankind are those who think right and at once put their thought into action, men whose words and actions correspond, men of decision. Let us train our children to be fearless, ready, honest, meaning what they say and saying what they mean; the world needs such men and women and even if they make mistakes they will ever continue to grow and to help others to grow.

Apropos of Froebel's statement as to those who are attracted by the woman of motherly instincts it is interesting to observe how true this is with men when they wish to settle down to matrimony. Whom do they choose for wives, for the centers of their homes? However much they may enjoy the companionship of the gay, the brilliant, the frivolous, when it comes to really falling in love, the man usually chooses or is strongly attracted to the maiden in whom the maternal, the mothering instinct is strong although he may not always know just why he chooses her. But our brothers like to be mothered and the sweet womanly woman who loves to mother, who has the mothering, the home-making instinct, is most attractive to mankind. The protective instinct is far stronger in woman than in man and all through married life she mothers her husband as well as her children.

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THE MORAL EQUIVALENT OF WAR

BY WILLIAM JAMES

(Concluded from last issue.)

Other militarists are more complex and more moral in their considerations. The "Philosophie des Kriegeres," by S. R. Steinmetz is a good example. War, according to this author, is an ordeal instituted by God, who weighs the nations in its balance. It is the essential form of the state, and the only function in which peoples can employ all their powers at once and convergently. No victory is possible save as the result of a totality of virtues, no defeat for which some vice or weakness is not responsible. Fidelity, cohesiveness, tenacity, heroism, conscience, education, inventiveness, economy, wealth, physical health and vigor—there isn't a moral or intellectual point of superiority that doesn't tell, when God holds his assizes and hurls the peoples upon one another. Die Weltgeschichte ist das Weltgericht; and Dr. Steinmetz does not believe that in the long run chance and luck play any part in apportioning the issues.

The virtues that prevail, it must be noted, are virtues anyhow, superiorities that count in peaceful as well as in military competition; but the strain on them, being infinitely intenser in the latter case, make war infinitely more searching as a trial. No ordeal is comparable to its winnowings. Its dread hammer is the welder of men into cohesive states, and nowhere but in such states can human nature adequately develop its capacity. The only alternative is "degeneration."

Dr. Steinmetz is a conscientious thinker and his book, short as it is, takes much into account. Its upshot can, it seems to me, be summed up in Simon Patten's word, that mankind was nursed in pain and fear, and that the transition to a "pleasure-economy" may be fatal to a being wielding no powers of defense against its disintegrative influences. If we speak of the fear of emancipation from the fear-regime, we put the whole situation into a single phrase; fear regarding ourselves now taking the place of the ancient fear of the enemy.

Turn the fear over as I will in my mind, it all seems to lead back to two unwillingnesses of the imagination, one aesthetic and the other moral: unwillingness, first to

envisage a future in which army life, with its many elements of charm, shall be forever impossible, and in which the destinies of peoples shall nevermore be decided quickly, thrillingly, and tragically, by force, but only gradually and insipidly by "evolution"; and, secondly, unwillingness to see the supreme theater of human strenuousness closed, and the splendid military aptitudes of men doomed to keep always in a state of latency and never show themselves in action. These insistent unwillingnesses, no less than other esthetic and ethical inconsistencies have, it seems to me, to be listened to and respected. One cannot meet them effectively by mere counter-inconsistency on war's expensiveness and horror. The horror makes the thrill; and when the question is of getting the extremest and upremest out of human nature, talk of expense sounds ignominious. The weakness of so much merely negative criticism is evident—pacifism makes no converts from the military party. The military party denies neither the bestiality nor the horror, nor the expense; it only says that these things tell but half the story. It only says that war is worth them; that, taking human nature as a whole, its wars are its best protection against its weaker and more cowardly self, and that mankind cannot afford to adopt a peace-economy.

Pacifists ought to enter more deeply into the esthetical and ethical point of view of their opponents. Do that first in any controversy, says J. J. Chapman, then move the point, and your opponent will follow. So long as anti-militarists propose no substitute for war's disciplinary function, no moral equivalent of war, analogous, as one might say, to the mechanical equivalent of heat, so long they fail to realize the full inwardness of the situation. And as a rule they do fail. The duties, penalties, and sanctions pictured in the utopias they paint are all too weak and tame to touch the military-minded. Tolstoy's pacifism is the exception to this rule, for it is profoundly pessimistic as regards all this world's values, and makes the fear of the Lord furnish the moral spur provided elsewhere by the fear of the enemy. But our socialistic peace-advocates all believe absolutely in this world's values; and instead of the fear of the Lord and the fear of the enemy, the

only fear they reckon with is the fear of poverty if one be lazy. This weakness prevades all the socialistic literature with which I am acquainted. Even in Lowes Dickinson's exquisite dialogue, high wages and short hours are the only forces invoked for overcoming man's distaste for repulsive kinds of labor. Meanwhile men at large still live as they always have lived, under a pain-and-fear economy—for those of us who live in an ease-economy are but an island in the stormy ocean—and the whole atmosphere of present-day utopian literature tastes mawkish and dishwatery to people who still keep a sense for life's more bitter flavors. It suggests, in truth, ubiquitous inferiority.

Inferiority is always with us, and merciless scorn of it is the keynote of the military temper. "Dogs, would you live forever?" shouted Frederick the Great. "Yes," say our utopians, "let us live forever, and raise our level gradually." The best thing about our "inferiors" today is that they are as tough as nails, and physically and morally almost as insensitive. Utopianism would see them soft and squeamish, while militarism would keep their callousness, but transfigure it into a meritorious characteristic, needed by "the service," and redeemed by that from the suspicion of inferiority. All the qualities of a man acquire dignity when he knows that the service of the collectivity that owns him needs them. If proud of the collectivity, his own pride rises in proportion. No collectivity is like an army for nourishing such pride; but it has to be confessed that the only sentiment which the image of pacific cosmopolitan industrialism is capable of arousing in countless worthy breasts is shame at the idea of belonging to such a collectivity. It is obvious that the United States of America as they exist today impress a mind like General Lea's as so much human blubber. Where is the sharpness and precipitousness, the contempt for life, whether one's own, or another's? Where is the savage "yes" and "no," the unconditional duty? Where is the conscription? Where is the blood-tax? Where is anything that one feels honored by belonging to?

Having said thus much in preparation, I will now confess my own utopia. I devoutly believe in the reign of peace and in

the gradual advent of some sort of a socialistic equilibrium. The fatalistic view of the war-function is to me nonsense, for I know that war-making is due to definite motives and subject to prudential checks and reasonable criticisms, just like any other form of enterprise. And when whole nations are the armies, and the science of destruction vies in intellectual refinement with the sciences of production, I see that war becomes absurd and impossible from its own monstrosity. Extravagant ambitions will have to be replaced by reasonable claims, and nations must make common cause against them. I see no reason why all this should not apply to yellow as well as to white countries, and I look forward to a future when acts of war shall be formally outlawed as between civilized peoples.

All these beliefs of mine put me squarely into the anti-militarist party. But I do not believe that peace either ought to be or will be permanent on this globe, unless the states pacifically organized preserve some of the old elements of army-discipline. A permanently successful peace-economy cannot be a simple pleasure-economy. In the more or less socialistic future towards which mankind seems drifting we must still subject ourselves collectively to those severities which answer to our real position upon this only partly hospitable globe. We must make new energies and hardihoods continue the manliness to which the military mind so faithfully clings. Martial virtues must be the enduring cement; intrepidity, contempt of softness, surrender of private interest, obedience to command, must still remain the rock upon which states are built—unless, indeed, we wish for dangerous reactions against commonwealths fit only for contempt, and liable to invite attack whenever a center of crystallization for military-minded enterprise gets formed anywhere in their neighborhood.

The war-party is assuredly right in affirming and reaffirming that the martial virtues, although originally gained by the race through war, are absolute and permanent human goods. Patriotic pride and ambition in their military form are, after all, only specifications of a more general competitive passion. They are its first form, but that is no reason for supposing

them to be its last form. Men now are proud of belonging to a conquering nation and without a murmur they lay down their persons and their wealth, if by so doing they may fend off subjection. But who can be sure that other aspects of one's country may not, with time and education and suggestion enough, come to be regarded with similarly effective feelings of pride and shame? Why should men not sometimes feel that it is worth a blood-tax to belong to a collectivity superior in any ideal respect? Why should they not blush with indignant shame if the community that owns them is vile in any way whatsoever? Individuals, daily more numerous, now feed this civic passion. It is only a question of blowing on the spark till the whole population gets incandescent, and on the ruins of the old morals of military honor, a stable system of morals of civic honor builds itself up. What the whole community comes to believe in grasps the individual as in a vise. The war-function has grasped us so far; but constructive interests may some day seem no less imperative, and impose on the individual a hardly lighter burden.

Let me illustrate my idea more concretely. There is nothing to make one indignant in the mere fact that life is hard, that men should toil and suffer pain. The planetary conditions once for all are such, and we cannot stand it. But that so many men, by mere accidents of birth and opportunity, should have a life of nothing else but toil and pain and hardness and inferiority imposed upon them, should have no vacation, while others natively no more deserving nevertheless get any taste of this campaigning life at all,—this is capable of arousing indignation in reflective minds. It may end by seeming shameful to all of us that some of us have nothing but campaigning, and others nothing but unmanly ease. If now—and this is my idea—there were, instead of military conscription a conscription of the whole youthful population to form for a certain number of years a part of the army enlisted against Nature, the injustice would tend to be evened out, and numerous other goods to the commonwealth would follow. The military ideals of hardihood and discipline would be wrought into the growing fiber of the people; no one would remain blind and

the luxurious classes now are blind, to man's real relations to the globe he lives on, and to the premanently sour and hard foundations of his higher life. To coal and iron mines, to freight trains, to fishing fleets in December, to dish-washing, clothes-washing, and window-washing, to road-building and tunnel-making, to foundries and stoke-holes, and to the frames of skyscrapers, would our gilded youths be drafted off, according to their choice, to get the childishness knocked out of them, and to come back into society with healthier sympathies and soberer ideas. They would have paid their blood-tax, done their own part in the immemorial human warfare against nature, they would tread the earth more proudly, the women would value them more highly, they would be better fathers and teachers of the following generation.

Such a conscription, with the state of public opinion that would have required it, and the many moral fruits it would bear, would preserve in the midst of a pacific civilization the manly virtues which the military party is so afraid of seeing disappear in peace. We should get toughness without callousness, authority with as little criminal cruelty as possible, and painful work done cheerily because the duty is temporary, and threatens not, as now, to degrade the whole remainder of one's life. I spoke of the "moral equivalent" of war. So far, war has been the only force that can discipline a whole community, and until an equivalent discipline is organized, I believe that war must have its way. But I have no serious doubt that the ordinary prides and shames of social man, once developed to a certain intensity, are capable of organizing such a moral equivalent as I have sketched, or some other just as effective for preserving manliness of type. It is but a question of time, of skillful propagandism, and of opinion-making men seizing historic opportunities.

The martial type of character can be bred without war. Strenuous honor and disinterestedness abound elsewhere. Priests and medical men are in a fashion educated to it, and we should all feel some degree of it imperative if we were conscious of our work as an obligatory service to the state. We should be owned, as soldiers are by the

army, and our pride would rise accordingly. We could be poor, then, without humiliation, as army officers now are. The only thing needed henceforward is to inflame the civic temper as past history has inflamed the military temper. H. G. Wells, as usual, sees the center of the situation. "In many ways," he says, "military organization is the most peaceful of activities. When the contemporary man steps from the street, of clamorous insincere advertisement, push, adulteration, underselling and intermittent employment, into the barrack-yard, he steps on to a higher social plane, into an atmosphere of service and co-operation and of infinitely more honorable emulations. Here at least men are not flung out of employment to degenerate because there is no immediate work for them to do. They are fed and drilled and trained for better services. Here at least a man is supposed to win promotion by self-forgetfulness and not by self-seeking. And beside the feeble and irregular endowment of research by commercialism, its little short-sighted snatches at profit by innovation and scientific economy, see how remarkable is the steady and rapid development of method and appliances in naval and military affairs! Nothing is more striking than to compare the progress of civil conveniences which has been left almost entirely to the trader to the progress in military apparatus during the last few decades. The house-appliances of today for example, are little better than they were fifty years ago. A house of today is still almost as ill-ventilated, badly heated by wasteful fires, clumsily arranged and furnished as the house of 1858. Houses a couple of hundred years old are still satisfactory places of residence, so little have our standards risen. But the rifle or battleship of fifty years ago was beyond all comparison inferior to those we possess; in power, in speed, in convenience alike. No one has a use now for such superannuated things."

Wells adds that he thinks that the conceptions of order and discipline, the tradition of service and devotion, of physical fitness, unstinted exertion, and universal responsibility, which universal military duty is now teaching European nations, will remain a permanent acquisition, when the last ammunition has been used

in the fireworks that celebrate the final peace. I believe as he does. It would be simply preposterous if the only force that could work ideals of honour and standards of efficiency into English or American natures should be the fear of being killed by the Germans or the Japanese. Great indeed is Fear; but it is not, as our military enthusiasts believe and try to make us believe, the only stimulus known for awakening the higher ranges of men's spiritual energy. The amount of alteration in public opinion which my utopia postulates is vastly less than the difference between the mentality of those black warriors who pursued Stanley's party on the Congo with their cannibal war-cry of "Meat! Meat" and that of the "general-staff" of any civilized nation. History has seen the latter interval bridged over: the former one can be bridged over much more easily.

THE FLEUR-DE-LIS' STORY

Once upon a time, in a garden there grew many beautiful flowers. There were roses and lilies and violets and many other kinds of flowers, and in one corner a bed of purple fleur-de-lis. In the evening, when the sun had gone down and the wind whispered so softly, the flowers would talk to each other and with their sweet soft voices tell stories to each other. The rose told stories of kings and queens, the lilies of beautiful churches and sweet music and the violets told of brave knights. The little fleur-de-lis listened, but said nothing. One evening the rose said: "Little fleur-de-lis you have never told us a story, so this evening we are going to listen to you." The fleur-de-lis said, "I can't tell stories of kings and queens nor of beautiful churches nor of brave knights, but I can tell a story, a story of love. And this is what the fleur-de-lis told:

"Once in a land far away, a land called France, there grew in a garden before an humble little cottage a bed of purple fleur-de-lis. In this cottage lived a peasant, his wife, the grand mother and two children, little Jeanne and the baby called Gaston. Though they were very poor, yet they were all happy, for they loved each other dearly and in the evening as they sat on the door step the wind sang to them and this is what it said:

"Whether on the land or on the sea
Happy and content you'll be
If your loved ones are with thee."

Little Jeanne loved the fleur-de-lis and watched and tended it and whispered to it all of her secrets. One day the little fleur-de-lis noticed that there was something wrong. The father's face was sad as he went to work and the mother's face was sad as she went about the cottage. The grandmother sat on a bench near the door and the tears ran down her withered cheeks, while little Jeanne sat silently holding her hand, even the baby seemed sad.

That evening little Jeanne came down with her little face close to the fleur-de-lis told that they were all going away to a strange new land called America, a new land far across the ocean and many miles from their beloved home and France. Little Jeanne cried and the fleur-de-lis was sorry, because it loved her and it softly touched her face trying to comfort her. Then the wind sang:

"Whether on the land or on the sea
Happy and content you'll be
If your loved ones are with thee."

The whole family heard the song of the wind and the next day were more cheerful and began to get ready for their long journey. When everything was ready and it was almost time to leave forever the home so dear to them all, little Jeanne came down the walk, with an old iron pot in her hand. Carefully digging down, she placed the roots of the fleur-de-lis in the pot and packed the rich black earth well around them. Carrying the pot carefully, little Jeanne and her family started on their journey to the sea coast. After many days, days in which Jeanne carefully tended her flower, shading it from the sun and watering it daily, they came at last to the sea and embarked on the great ship which was to carry them to their new home. Every day Jeanne's first care was for her flower and it grew and bloomed and cheered many a homesick heart. Sometimes the wind sang to Jeanne as softly as it did in the old home, but other times it was loud and rough and terrified her. But when it sang softly it said:

"Though the land be strange and new
You will learn to love it, too,
If your loved ones are with you."

And many heard it and were cheered. After many days, days of calm and days of storm, the ship reached land and again Jeanne and her family began a long journey. Finally they reached the land which was to be theirs and Jeanne planted her flower, before the door of the rude log cabin.

The next year, when the fleur-de-lis came up after its long winter sleep, she saw a cottage almost like the one in far away France and she saw the family again happy and contented. Loved and tended, the fleur-de-lis grew and multiplied and many who passed, begged for a plant to take with them, as they went farther on in the wilderness to make their homes. Jeanne gladly gave to all and now in this whole broad land there is hardly a garden in which there is not found a bed of fleur-de-lis. And the wind still sings this song, a song that is very true:

"Though the land be strange and new
You will learn to love it, too,
If a loved one goes with you."

And you, too, shall rest at the Father's feet.

FLEUR-DE-LIS

Tall and stately Fleur-de-lis
We're so glad your flowers to see,
Standing like some king of old
Clad in purple touched with gold.
Born in France, so far away,
Still her chosen flower today,
Blazoned on her flags which float
O'er city, town, o'er bridge or boat.
Herald of the May are you
With your gorgeous purple hue.
Tell me, dearest Fleur-de-lis,
While I whisper soft to thee,
Are you lonely over here
Far away from home so dear?
Did you leave your perfume all behind
In that far off sunny clime.
Don't you know we love you too
With a love that's warm and true?

THE HOLLYHOCK

JOSEPHINE WILLIAMS, St. Louis, Mo.

It wasn't a pretty back yard, in fact, it was a very ugly back yard. Just some bare ground and two board-fences, one on each side and on the other side some sheds. One spring day up through the hard bare earth there came a tiny green shoot. There was no one to wonder where it came from or what it was. There was no one to care for it, for the house in front was vacant. But it was a brave little plant and as the

rain fell and the sun grew warmer and brighter the little green plant, too, grew taller and stronger. Finally it grew until it looked like a green stick with a few leaves on it and it wasn't very beautiful. One day it said to itself, "I wonder what I am and what I am here for." Just then a little laughing breeze went by and as it passed it said:

"The birds, the trees, the waving grass,
The flowers that nod as I pass,
Each one has a use or a pleasure will give
And that is the reason why they live."

But this tall green plant said: "I don't see who I can give pleasure to away over here by myself, and what use can an ugly little thing like me be to any one?"

The days went by and the plant grew taller and taller until it was as high as the fence and one day there were little hard green knobs all the way up. A few days later, if you had looked closely, you could have seen a lovely pink color on the end of the little green knobs. A few days more and instead of green knobs there were beautiful pink flowers, flowers which we call holly hocks. One day the holly hock heard some one say, "Oh! how beautiful," and looking over the fence it saw a little girl. This little girl had been very ill and while she was much better was not yet able to run and play with the other children. So all day she lay in her chair out in the sunshine and she and the holly hock became fast friends. As the summer days went by, they talked to each other and the holly hock gave her flowers out of which she made beautiful play ladies with ruffled pink skirts. And the holly hock told her what the laughing breeze said and she, too, learned to say:

"The birds, the trees, the waving grass,
The flowers that nod as I pass,
Each one has a use or a pleasure will give
And that is the reason why they live."

Somehow the days did not seem so long to the little girl and the holly hock was glad because it gave her pleasure. Finally the days grew shorter and there was a chill in the air. The little breeze did not laugh now and the holly hock leaves turned brown. In place of the pink flowers there were brown packages of seeds. Sometimes the wind was very strong and as it went by it broke the seed packages and scattered the seeds far and wide. The little

girl had grown well and strong and was going to school, but she had not forgotten her friend and the holly hock gave gladly to her, seeds for next year's planting. The holly hock began to feel very tired and wished it could lie down and rest and sleep. One day a strong wind came by and as the holly hock was too tired to stand against the wind, it lay down on the ground and as it was lying so still and going to sleep the wind whispered:

"The birds, the trees, the waving grass,
The flowers that nod as I pass,
Each one has a use or a pleasure will give
And that is the reason why they live."

THE DREAM FAIRIES

Far away to the westward lies a land called the "Land of Nod." There is a city in this land, a beautiful city, with walls of crimson and gold and sometimes just at sunset, if you look you may see just a glimpse of these walls. Every evening just before the sun goes down silver bells begin to ring and from his palace comes the king, the queen and many followers. The king is dressed in gold and wears many sparkling jewels, and the queen is dressed in blue, just the color of the sky, and on her head is a crown like a circle of stars. As the king and queen stand on their throne, in the park in the center of the city, beautiful fairies, wearing bright dresses and shining wings on their shoulders, come to them. All day long, while we have been so busy the fairies have been resting for they do their work at night, you know. The king speaks to each one, and the queen smiles kindly on them and just as the little stars, which shine so brightly to tell us that God loves and watches over us, are coming out one by one they go out of the shining, golden gates and spreading their tiny wings, fly far, far away. Stopping as they go to touch each flower, oh, so softly, closing them up and bidding them sleep. The lowing cattle, and the singing birds feel the touch of the fairies' wands and become hushed and still. Every living thing, even the busy bees become still and go to rest. On and on the fairies go, until they reach the homes of the little children and entering they sit on each little shoulder. They are so light you can't see them or feel them and they sing so softly and so sweetly. As the fairies sing little eyes begin to get

heavy and little heads to droop, but still they sing, even after you are snug in bed. All night long the fairies sing. They sing of birds and flowers, of Mother's love and many other beautiful things. When the sun begins to peep in at your window away fly the fairies back to their own beautiful city. And these songs the fairies sing to us we call our dreams.

The light is dying out of the West
The dear little birds are safe in their nest.
Come, little baby, your feet tired with play,
Come to your mother at close of the day.

REFRAIN

Sleep little baby, sleep baby sleep,
While up in the sky the stars their watch keep.
Sleep little baby, till comes a new day
While mother beside you for your welfare will pray

Dear little baby, I would that my arm
Could guide you and keep you safe from all harm
And on life's pathway so rough and so steep,
I would that I from you all sorrow could keep.

Dear little baby, I pray the Father above
To guard you and keep you safe with His love.
And when life's sun is sinking so fast
Then in His arms may you rest safely at last.

JUNE

OLD RHYME

June brings tulips, lilies, roses,
Fills the children's hands with posies.

"No price is set on the lavish summer;
June may be had by the poorest comer.
And what is so rare as a day in June?
Then, if ever, come perfect days.

Lowell.

"June is full of invitations sweet,
Forth from the chimney's yawn and thrice-read
tomes,
To leisurely delights and sauntering thoughts
That brook no ceiling narrower than the blue."

Lowell.

"Gather ye rosebuds while ye may,
Old Time is still a-flying;
And this same flower that smiles today,
Tomorrow may be dying."

Herrick.

"Here are sweet peas on tiptoe for flight,
With wings of gentle flush o'er delicate white,
And taper fingers catching at all things
To bind them all about with tiny rings."

Keats.

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EDITORIAL REPORT OF THE CONVENTION OF THE NATIONAL ASSOCIATION FOR THE STUDY AND EDUCATION OF EX- CEPTIONAL CHILDREN, NEW YORK, MAY 1-2

Synopsis of Paper: Oral Defects a Great Hindrance In the Proper Development of Children; The State's Duty to Cope With These Conditions

BY ARTHUR ZENTLER, D. D. S., New York, N. Y.
Read before a meeting of the National Association for the Study and Education of Exceptional Children, April 21, 1910.

Anatomical and physiological perfection is needed for perfect development. Malocclusion is origin as well as the source of retarded and arrested development. Malocclusion is traceable to improper care of infant's mouth. Poorly developed jaws and palatal arches are the indirect cause of physical and mental lack of development. Progress in studies after correcting oral defects in children, is reported from Germany. "Tooth-decay" is a common oral defect wide spread all over the world, and is often the consequence of arrested or retarded development of tooth structure. Malocclusion resulting from loss of temporary teeth is the cause of malposition of permanent teeth. Irregularly placed permanent teeth constitute a predisposing factor for tooth-decay. Tooth-decay interfering with physical comfort interferes with regular school attendance, hence with proper mental development. Each new-born child is a possible "help" or "burden" to society; society is regulated and governed by the state, the state being privileged to force parents to send their children to school. Children with oral defects cannot profitably perform school duties, hence they only lose time. Children who on account of oral defects must repeat classes, are a greater burden to the state or city budget. In the interest of both,—of the child, so that it may not lose more time than is necessary,—and of the state, so that it may not spend more money for schooling of the backward child,—it is incumbent upon the state to correct oral defects of children. In Germany it is statistically proven that it costs less to maintain school dental clinics than to educate children with uncorrected oral defects. The paper closed with how these conditions ought to be coped with.

265 Central Park West, New York City.

GENESIS OF HYSTERICAL STATES IN CHILDHOOD, AND THEIR RELATION TO FEARS AND OBSESSIONS

BY TOM A. WILLIAMS, M B. C. M.

Edin. Washington, D. C., Member Correspondence Soc. de Neurol. de Paris, and Member Correspondence Soc. de Psychol. de Paris, etc. Neurologist to Epiphany Free Dispensary

Read before a meeting of the National Association for the Study and Education of Exceptional Children, April 21, 1910.

It is in psychasthenia that obsessions and phobias are so insistent a feature. But either may be produced by a quite different mechanism, viz., that of suggestion. They are in that case the direct product of an implanted idea, and have nothing to do with (1) feeling of inadequacy, (2)

unreasoning dread, (3) sentiment of strangeness, the main features of psychasthenia.

The morbid emotions which accompany these induced obsessions are secondary then to the hysterical idea; and they must be cured by removal of the idea which causes them. The cases quoted clearly show this; e. g., A woman dared not enter a car alone for fear of fainting: It was not until one found the idea at the root of her fear that the latter could be removed.

Direct treatment of physical or emotional results of a morbid idea, as by electricity, is bad practice: psychotherapy is the indication. The method of cure is illustrated by one of the author's cases of traumatic neurosis.

The labile suggestibility of children is very easy to manage when the physician or pedagogue understands the psychology of childhood. Only in studying this, will he be able to obviate reactions injurious to mental health, such as false shame, imitative grimaces, undue impressionability of character. Finally, is considered the mechanism of the implicit suggestions which lead to night terrors; and an illustration of their prevention is related.

The exclusive acceptance of unpleasant sexual affects in infancy as the cause of psychoneurosis is protested against, and from pediatricists and educators of abnormal children are asked further data to estimate their causal frequency, the author's experiences being that affectogenetic ideas of quite other sources appear to be efficacious in inducing fears and obsessions of childhood.

THE VALUE OF PROPHYLAXIS IN THE EARLY LIFE OF THE EXCEPTIONAL CHILD

Abstract of paper read before the National Association for the Study and Education of Exceptional Children at its conferences on the Problem of Exceptional Children, on April 21, 1910, by Sidney V. Haas, M. D.

The value of Prophylaxis in the early years of the exceptional child cannot be overestimated. The exceptional child is always physically pathological—the lesions ranging from those which produce slight disturbances of psychologic processes, to those profound injuries of the central nervous system observed in idiots. Any severe disease may be a causative factor; certain other diseases stand in direct relationship.

Prophylaxis must be exercised before birth. Specific disease, alcoholism, neuropathic states, narcotism, insanity, and epilepsy are among the conditions to be met; medical treatment is of some assistance; but childbearing among the unfit should be prevented.

During birth injuries from prolonged labor should be avoided.

After birth attention must be directed in these particular directions:

1. Corrections of conditions producing chronic toxæmia, whether due to disease processes, poor hygienic, or faulty diet.
2. Corrections of defects of special sense; sight, hearing, speech.
3. Correction of environmental faults, such as climate, locality, guardianship.

The adenoids and tonsils have been given too much importance in the consideration of this state. The same may be said of masturbation.

A number of conditions which bear a close relationship to this state are Cretinism, Hyperthyroidism, Achondroplasia, Infantilism, Albinism, and Malformations of all kinds, Asthmia Univer-

salis, rapid growth, disturbances of the nervous system, especially psychical night terrors, enuresis, etc.

The anatomic index is the anatomic age as compared with the chronologic age, obtained by X-ray of wrist; and observing the number and order of appearance of the carpal bones should prove exceedingly valuable in the prophylaxis of this condition.

Unfortunately there is a large percentage of children of the exceptional class for whom prophylaxis or treatment is powerless; for the others, however, much can be done.

It remains for the sociologist, physician, psychologist and pedagogue, in the order named, to solve this problem by proper co-operation.

THE EXCEPTIONALLY BRIGHT CHILD

Abstract of paper read before the National Association for the Study and Education of Exceptional Children at its conferences on the Problem of Exceptional Children, on April 22, 1910, by Maximilian P. E. Groszmann, Pd. D.

Of exceptionally bright children, there are two classes: the pathological and the non-pathological. The latter class exhibits merely a more rapid rhythm in the rate of physical and mental development, and the children belonging to this class are otherwise well balanced and sound. But even they are at times in danger of derailment and should be carefully watched. Promotions and continuance in school should be made dependent upon a clean health record.

The second class of exceptionally bright children is essentially pathological. There are a typical and even abnormal symptoms of growth, with excessive variations and surprising manifestations. The pathological class comprises the genius, the "Wunderkind," and the "idiot-savant."

Among the last named class we find musical prodigies and lightning calculators who are, in contrast to their special gift, really idiots and imbeciles. Their gift appears to be in the nature of a mechanical process in the brain.

"Wunderkinder" show a one-sided marvelous excellency without complete destruction of mental balance. A universal genius like Michael Angelo is very rare. Genius represents the most brilliant type of this order and is a "Wunderkind" grown up.

Dr. Groszmann gave special accounts of a Braunschweig boy, Otto Pohler, the early reader; of the composer Mozart; and of the modern Harvard sensation, the mathematical "Wunderkind," William James Sidis.

Investigations have shown that with these special faculties there seems to be connected a peculiar anatomical structure of the brain which makes visualization rapid and gives opportunity for an unusual number of motor memories and impulses. Memory seems to play the most important part in these endowments.

While Dr. Groszmann admitted that some of these endowments may be normally stimulated by rational methods of training and education, by developing greater intensity of application and fuller mental concentration, he pointed out with force the ever present danger of derailment. The majority of all cases of genius and brilliancy show neuropathic tension and health danger somewhere. After all, normal growth is a process of maturing.

Any warping of this process, any excessive growth in some particular direction, especially in the line of specific intellectual activity, is apt to produce an unbalancing of the moral equilibrium.

This is the reason why genius is often characterized by extreme self-centeredness and even selfishness, by a tendency towards cruelty and sexual license.

If it is true that the basis of these conditions is to be found in an excessive development of the motor centers within a certain limited area, the danger may be counterbalanced by educative methods which will stimulate the motor centers in other areas. This is the reason why in the educational treatment of these cases manual training and physical exercise, a greater attention to the larger muscular activity, play such an important role. A toning up of the nervous system, rational and hygienic life conditions, organized exercises in the training of the powers of inhibition and voluntary control, and much positive, wholesome suggestion will do much towards saving these children from the unhappiness and nervous bankruptcy to which they are so often foredoomed.

ABSTRACT OF DR. S. P. GOODHART'S PAPER

The paper deals with the influence of environment upon the early development of the atypical child. Dr. Goodhart lays particular emphasis in differentiating the strictly atypical or exceptional child from those really mentally defective, the latter class comprising all degrees of mental enfeeblement, including the idiot and imbecile. Among the strictly exceptional children are found some of the best minds, sometimes possessed of exalted intellectual power, especially in music, oratory and in the arts generally. These children are often born of neurotic stock, but seem often to lack emotional stability and self-control. The writer lays especial stress upon the need of understanding the phases of development of these exceptional children. He refers to the principals in the recent Thaw trial as indicating examples of perverse faculties and expresses the belief that this illustrates the results of improper environment in youth. He believes that neurasthenia and some of the allied forms of nervous disease, even the graver disease of the mind, might, in many instances be averted in adult life if the early perversions of youth were recognized and corrected. Dr. Goodhart takes up the relative potency of heredity and education. He cites the history of the famous Jukes family, with their long line of miscreants; also the experimental efforts of John Noyes, who established the Oneida Community, to prove the influence of heredity by a kind of selective union. The results of the latter experiment, which covered a period of only about ten years, seemed to point to the possibility of physical rather than intellectual improvement, by a process of selective breeding in human beings. The writer takes issue with such authors as Bernard Shaw and his statement that the "vilest abortionist is he who attempts to mould a child's character." Dr. Goodhart is a firm believer in the "tendencies" that ancestral possessions give, but maintains that education and environment have a distinctly modifying and potent influence upon the raw material. He points out the very important influence upon our form of education that the recognition of the influence of education and environment has upon particularly the atypical child. The Doctor emphasizes, too, the importance of proper physical and moral hygiene upon neurotic children; the advantages of suburban life, regular hours, pleasant games that interest but do not excite the mental processes. He warns against fatiguing exercises since neurotic children are prone to excessive activity and to rapid exhaustion. He

warns against the taking away from the child, his self-respect or restraining the use of the will for, he adds, as Pascal has said: "Man is so made that, by dint of being told he is a fool believes it; and by dint of telling it to himself, he makes himself believe it."

The N. E. A. at Boston

Arrangements for the forty-eighth annual convention of the National Education Association, to be held in Boston during the week July 2-8, are well under way.

The vast volume of details involved in so important an affair has been delegated to numerous committees. The work is progressing comprehensively and in a gratifying manner.

Those charged with the preliminary work have reason to believe that the attendance will be very large.

The enterprise is meeting with the enthusiastic support of Boston's distinguished citizens. Hon. Eben S. Draper, the Governor of the commonwealth, and Hon. John F. Fitzgerald, Mayor of Boston, have accepted an invitation to act as members of the Advisory Board. Men prominent in the business affairs of the city are also at work and already there are evidences that the convention of 1910 will surpass that of 1903.

The old Art Museum is to be the general headquarters for the convention. This building is located in Copley Square, in the heart of the city. It is in the center of the hotel section, convenient to the railroad stations, to the business district, and but a few city blocks distant from Boston's famous Common and the Public Gardens.

The committees are at work in all branches which have to do with the proceedings of the convention, the comfort and convenience of the delegates and visitors, excursions, etc.

The three thousand and more school teachers of Boston are about to hold a meeting at which they will become active workers in the interests of the convention.

Advices from various sections of the country indicate that the attendance will be countrywide in character.

The details of the program, now under consideration, will shortly be worked out. The presence of the President of the United States on Independence Day is assured, and he will deliver the principal address at the general session to be held at the Stadium at Harvard University on the afternoon of Monday, July 4th.

The following are the important committees:

Local Executive Committee

Joseph W. Lund, chairman, 84 State street, room 314; Stratton D. Brooks, Jerome D. Greene, Lincoln Owen.

Treasurer

T. P. Beal, Jr.

SPECIAL COMMITTEES

Accommodations

Lincoln Owen, chairman.

SUB-COMMITTEES

Hotels

Augustus H. Kelley, chairman.

Assignment Bureau

Mrs. Emma S. Gulliver, chairman.

Convention Literature

George E. Murphy, chairman.

Advance Membership

William C. Crawford, chairman.

Excursions

J. C. S. Andrew, chairman; William E. Dorman, Charles E. Mann, John Albree.

Finance

Bernard J. Rothwell, chairman; W. A. Bancroft, Edmund Billings, I. Tucker Burr, Frank A. Day, Eben S. Draper, A. L. Filene, T. B. Fitzpatrick, Fredk. P. Fish, William A. Gaston, A. S. Johnson, Jerome Jones, Eben D. Jordan, Lewis Parkhurst, James J. Phelan, Wallace L. Pierce, James L. Richards, Thomas Sherwin, A. Shuman, Lucius Tuttle, Robert Winsor.

Local Library Section Committee

Horace G. Wadlin, chairman; Mary E. Robbins, William C. Lane.

Music

Leo R. Lewis, chairman; Wallace Goodrich.

Press

John H. Fahey, chairman; F. M. Barbour, B. F. Felt, Henry R. French, Ernest LeRoy Hall, R. G. Kenefish, Bernard G. Peterson, Wm. D. Sullivan, Mr. Swan, Paul Waitt, Edw. R. Whiting.

Advisory Committee

A. Lawrence Lowell, President Harvard University, chairman; Joseph W. Lund, secretary; Richard C. MacLaurin, Pres. Mass. Inst. Technology; Fredk. W. Hamilton, Pres. Tufts College; Wm. E. Huntington, Pres. Boston University; Thomas I. Gasson, Pres. Boston College; Caroline Hazard, Pres. Wellesley College, LeBaron Russell Briggs, Pres. Radcliffe College; Henry Lefavour, Pres. Simmons College; George W. Chadwick, Director, N. E. Conservatory of Music; Arthur Fairbanks, Director, Museum of Fine Arts; Fred. P. Fish, Chairman, State Board of Education; David Snedden, Com'r. State Board of Education; Bernard J. Rothwell, Pres. Chamber of Commerce; Eben S. Draper, Governor of State of Massachusetts; John F. Fitzgerald, Mayor of City of Boston; Gardiner H. Lane, Pres. Museum of Fine Arts; F. P. Speare, Educational Dir. Boston Y. M. C. A.; Stratton D. Brooks, Supt. of Schools, Boston; George P. Armstrong, Supt. of Schools, Belmont; Frank E. Parlin, Supt. of Schools, Cambridge; B. C. Gregory, Supt. of Schools, Chelsea; Roderick W. Hine, Supt. of Schools, Dedham; Ulysses G. Wheeler, Supt. of Schools, Everett; Horace L. Brittain, Supt. of Schools, Hyde Park; Frank H. Damon, Supt. of Schools, Lexington; John C. Anthony, Supt. of Schools, Melrose; Asher J. Jacoby, Supt. of Schools, Milton; Frank E. Spaulding, Supt. of Schools, Newton; Irving O. Palmer, Supt. of Schools, Newton High School; Albert L. Barbour, Supt. of Schools, Quincy; Clarence H. Dempsey, Supt. of Schools, Revere; Fairfield Whitney, Supt. of Schools, Saugus; Chas. S. Clark, Supt. of Schools, Somerville; Arthur B. Webb, Supt. of Schools, Stoneham; Wm. J. Pelo, Supt. of Schools, Swampscott; J. H. Carfrey, Supt. of Schools, Wakefield; Schuyler F. Herron, Supt. of Schools, Winchester; George I. Clapp, Supt. of Schools, Woburn; Ira G. Hersey, Pres. Mass. Charitable Mechanic Assn.; Chas. Francis Adams, Pres. Historical Society; John Trowbridge, Pres. Am. Academy of Arts and Sciences; Wm. H. Picker-

ing, Pres. Appalachian Mountain Club; Frank Monroe Marsh, Pres. Mass. Supts. Assn.; David A. Ellis, Chairman, School Com., Boston; James P. Magenis, School Com., Boston; George E. Brock, School Com., Boston; David D. Scannell, School Com., Boston; Joseph Lee, School Com., Boston; Wm. B. de Las Casas, Chairman, Met. Park Com.; Chas. W. Ayer, Pres. Mass. Library Club; Chas. K. Bolton, Librarian, Boston Athenaeum; Horace G. Wadlin, Librarian Boston Public Library; Stephen M. Weld, Pres. Mass. Horticultural Society; Payson Smith, Pres. American Inst. of Instruction; Henry H. Edes, Treas. Colonial Society of Mass.; Chas. S. Minot, M. D., Pres. Boston Society of Nat. History; Waldo Lincoln, Pres. Am. Antiquarian Society; Chas. F. D. Belden, State Librarian, Boston; W. H. P. Faunce, Pres. Brown University; Carlos B. Ellis, Pres. Mass. State Teachers' Assn.; Francis H. Appleton, Pres. Essex Institute; Right Rev. M. J. Splaine, Chancellor of Diocese; Rev. George A. Lyons, Supervisor of Catholic Schools.

DEPARTMENT OF KINDERGARTEN EDUCATION

President, Luella A. Palmer, Kindergarten, Pub. Sch. No. 63, New York.

Vice President, Willette Allen, Prin. of Kindergarten Nor, Nch., Atlanta, Ga.

Secretary, Lucy T. Ellis, Principal of Kindergarten, Phoenix, Ariz.

Cocal Committee—Miss Caroline Aborn, Chairman, Mason St.; Miss Susan Harriman; Miss Mary C. Shute.

TUESDAY FORENOON, JULY 5

Joint Session with Departments of Child Study and Elementary.

THURSDAY FORENOON, JULY 7

1. "The Child as the Basis of Correlation in the Kindergarten."—Amy E. Tanner, Department of Experimental Pedagogy, Clark University, Worcester, Mass.

2. "Moral Development of Children at the Kindergarten Period—(To be supplied.)"

3. "Aesthetic Development of Children at the Kindergarten Period."—Caroline Crawford, Physical Culture Department, Teachers College, New York City, N. Y.

FRIDAY FORENOON, JULY 8

1. "The Test of a Child's Kindergarten Training."—Ada Van Stone Harris, Assist. Superintendent of Schools and Supervisor of Kindergartens, Rochester, N. Y.

2. "The Kindergarten Out-of-Doors."

(a) Gardens—(To be supplied)

(b) Walks and Excursions.—Mrs. Alma O. Ware, South Bend, Ind.

(c) Open Air Sessions.—Miss Alice Corbin, Supervisor of Play-Grounds, Pittsburg, Pa.

Above program subject to correction.

Secretary's Office

Winona, Minn., May 31, 1910.

The Executive Committee of the National Education Association is authorized to announce the following railway rates for the Forty-Eighth Annual Convention to be held in Boston, Mass., July 2-8, 1910:

Railroad Rates

The railway lines of the New England Passenger Association have authorized a round trip rate of one and one-half fare from all points in their respective territories.

Dates of Sale—The dates of sale will be July 1st, 2d and 3d.

The Return Limit—Tickets will be good to leave Boston at any date not later than July 12th.

Validation—Certificates will be vised by the Validating Agent in Boston, when bearing the signature of the Secretary of the National Education Association that the holder is a member of said Association. Membership, if not previously secured, may be obtained at the time of the validation upon payment of the membership fee of \$2.00 at the registration bureau in the Old Art Museum on Copley Square.

The Montreal Gateway—The Grand Trunk Railway, the Canadian Pacific Railway and the Wabash Railroad have united in granting a rate of one limited, first-class fare for the round trip on the certificate plan, to apply from Milwaukee and Chicago and all points east thereof; The Wabash and Canadian Pacific a rate of \$28.00 from St. Louis for the round trip on the certificate plan; and from Hannibal, Mo., and Keokuk, Ia., and points east thereof on the Wabash R. R. in Illinois, Indiana, Michigan and Ohio at proportionate rates which are slightly higher than one fare. All of the above named rates apply via the Montreal gateway. The Grand Trunk also announces a rate of one fare for the round trip on the certificate plan, from points between Montreal and Boston, excepting from certain points in the vicinity of Portland, Me.

Dates of Sale—The going tickets will be sold with certificates from June 30th to July 4th inclusive, and so arranged that passengers shall not arrive in Boston earlier than July 1st, nor later than July 5th.

Return Limits—Tickets will be issued upon properly validated certificates, good leaving Boston not earlier than July 4th, nor later than July 13th.

Validation—Certificates will be vised by a Validating Agent in Boston, when bearing signature of Irwin Shepard, Secretary of the National Education Association, certifying that the holder is a member thereof. A fee of 25 cents will be charged for each certificate vised.

Extension—An extension of the return limit to September 15th will be granted by deposit of properly indorsed certificates at the Validating Agency immediately on arrival of passenger in Boston, but not earlier than 8 a. m. July 1st, nor later than 6 p. m. of July 13th, and payment of extension fee of \$1.00 for each certificate at time of deposit. On all certificates deposited for this extension, the validation fee of 25 cents will be waived.

Stop-overs within the final limit of the ticket will be allowed in aCnada on the return trip.

It should be noted that all tickets sold via the Montreal gateway are on the certificate plan, requiring certificate of membership in the N. E. A. before they can be validated for return. This certificate may be obtained by any person attending the convention, on payment of \$2.00 in Boston at the registration headquarters, Old Art Museum, Copley Square. This membership also entitles the holder to all the privileges of the convention: special rates for entertainment, and a cloth bound copy of the volume of proceedings of the convention, (1,000 pp.) delivered express prepaid.

The Transcontinental Lines have granted a rate for the round trip from California and North Pacific Coast of \$72.50 to Chicago and \$67.50 to St. Louis, with final return limit of three months from date of sale. The dates of sale from California points are June 24, 25, 26, 27, and from North Pacific Coast points June 17th and 24th only.

These rates plus rates from Chicago to Boston via the Grand Trunk Ry. or the Wabash R. R. will be \$72.50+\$19.00..\$91.50, or via St. Louis and the Wabash R. R. \$67.50+\$28.00..\$95.50.

It should be noted that tickets to Boston must be purchased at Chicago or St. Louis, June 30th to July 4th inclusive, and a certificate receipt obtained which must be validated at Boston in accordance with provisions stated under lines via the Montreal Gateway.

There is in effect throughout the territory of the Central Passenger Association a summer tourist rate of approximately one and one-third fare from the western portion of that territory. The limit of return on these tickets is thirty days.

Other concessions will doubtless be granted later and full particulars can be obtained from the secretary, Mr. Irwin Shepard, Winona, Minn.

Indianapolis—Teachers College—Mrs. Eliza A. Blaker, President of the Teachers College of Indianapolis, gave a charming reception Monday afternoon, May 16th for the patrons of the Jackson Kindergarten and Primary School. The reception was held in the William N. Jackson Memorial Institute. The rooms were decorated with palms and spring flowers. Mrs. Blaker was assisted by the members of the faculty of the college and members of the Jackson club.

The enrollment of students for the spring and summer classes is unusually heavy.

The annual play fest under the direction of the Free Kindergarten society of this city will be held at the Coliseum, Saturday, afternoon, May 28th. More than 2,000 Kindergarten children will take part, including those from the Jackson Private Kindergarten and Primary school, all the Free Kindergartens, the Orphans' Home, Day Nursery, Nathan Morris Settlement House, Christamore Settlement House, and the Deaf and Dumb Institute. These children will play their regular kindergarten games. Folk dances will be given by the girls of the Friendly clubs. The play fest is a very delightful entertainment and the large Coliseum which seats 10,000 people is always filled with interested spectators.

OUR GREAT SPECIAL OFFER

As an inducement for you to renew your subscription for the coming year at the close of school, we make this special offer: For \$1.00 we will send the magazine to January, 1912, providing subscription reaches us before August 1st, 1910. Foreign postage extra. Address J. H. Shults, Manistee, Mich.

SUGGESTIONS FOR JUNE

LILEON CLAXTON

With June come those hot days, not so "Perfect" as one has suggested, from a school teacher's view point. Still we may expect beautiful days and interesting things to be ours in these last days of the school year.

The remainder of our time will be spent in drawing together the threads of the months, the garden work must not be neglected nor the flowers as they appear in due time. We will finish up lines of work, singing the songs that we have already learned, play our old games, repeat our stories and rhymes. We will spend as much time out of doors as possible. The wet sand and cool clay will be attractive material for this month. The children should lead in choice of gift material and forms to be constructed.

Our interest in animal life may be centered about the cow but the bees, insects, worms, etc., which are all about us must not pass unnoticed.

We will run through the subject of water so as to complete the work done with ice, snow, snow-flakes, sail boats, river, the big sea, the running brook and the mill pond. All of these forms of water have been talked of more or less. Now we will plan a number of outings to take place in the kindergarten room where the water pleasures are played out. A day at the sea shore, a row on the mill pond, a brook edged with trees running under a bridge, a ferry boat ride on the river, all give delight to the children and suggest coolness. We will play that we are spending a day on the farm, a day in the park, a day at the sea shore.

The plays not only form a good basis for daily programs and review our work but they prepare for the summer experiences that most of the children will have. In this connection the sailor would be a good "Helper" for the month or since we are to take many walks we will probably see the carpenter at work and he would be a desirable "Helper" if we do not feel that the life of the sailor is vital enough to the children.

The work for June as indicated by the above cannot be planned in weeks. Neither will there be an attempt to suggest

how the summaries of the work will be made for only the individual teacher can tell just what needs touching up and what has been sufficiently emphasized. So we will plan a **line of work** based on the cow, another on the carpenter and describe a **day** on the farm, one at the sea shore and one in the park, hoping that the children who do not actually experience these events may get a taste of the real joy of them through our kindergarten play.

And "now our work is ended for another year," so

"Good bye to you,
Good bye to you,
Good bye, dear teachers,
Good bye to you."

Subject for Morning Talk

The cow.

- (a) Appearance.
- (b) Its call.
- (c) Home.
- (d) Use.—Provides milk, butter, cream.

Stories

"The Story the Milk Told Me."—In the Child's World.—Poulsson.

"Irmgard's Cow."—More Mother Stories.—Lindsay.

Rhymes

"Boy Blue."

"Hey, Diddle, Diddle."

Songs

"Little Boy Blue."—Song Echoes.—Jenks-Rust.

"In the Barnyard."—Songs for Little Children, Vol. II.—Smith.

"Making Butter."—Finger Play.—Poulsson.

"Milking Time."—Songs for the Child's World, Vol. II.—Gaynor.

Games

"Boy Blue."—Song Echoes.—Jenks-Rust.

"Milking Time."—Songs for the Child's World, Vol. II.—Gaynor.

Walks or Visits

A cow shed.

A pasture.

A dairy.

Illustrative Material

A cow. A calf. Pictures of cows, calves, milking time, pastures, cow shed, dairy.

Milk.

Cream.

Butter.

Make butter from cream in the kindergarten.

Gifts and Occupations

Make the buildings that have been used during the year in connection with farm life.

Drawing—

Stencil of cow.

Appropriate back-ground for the cow.

Milk maid with pail of milk and stool.

(See illustration, page 321)

Cutting—

Milk pail.

Barn.

Stencil of cow.

Painting—

Barn cut at previous time.

Clay—

Cow lying down.

Pail. Stool.

Sand—

Represent a pasture. Use clay objects, paper flowers, real flowers, butter-fly stencils, trees in blossom, swings, etc.

Subject for Morning Talk

Carpenter.

(a) Work.

(b) Tools.

(c) Home.

Stories

"Little Deeds of Kindness."—In the Child's World.—Poulsson.

Songs and Games

"The Carpenter."—Song Primer.—Bentley.

"The Carpenter."—Kindergarten Chimes.—Wiggin.

"Busy Carpenters."—Song Stories.—Hill-Hill.

Dramitization and Rhythms

Hammering.

Sawing.

Planing.

Walks or Visits

A house in the process of erection.

Have carpenters come to the kindergarten to mend a toy if possible.

Carpenter shop.

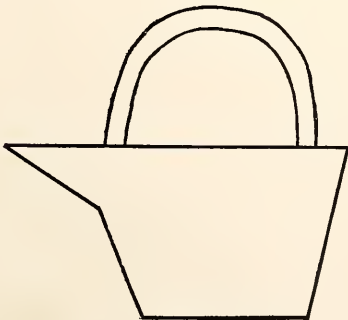
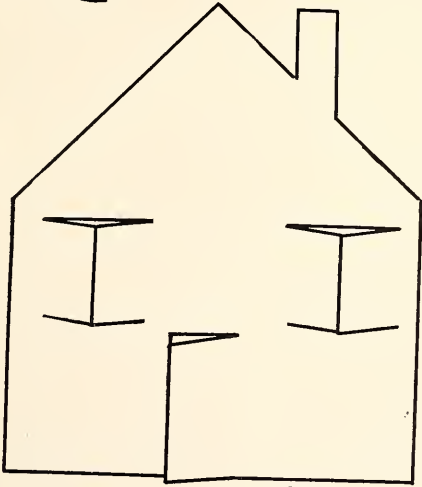
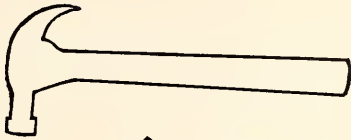
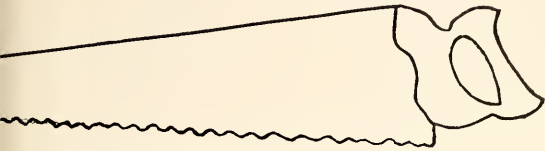
Illustrative Material

Carpenter tools.

Boards, nails, pictures of carpenter at work, etc.

Gifts and Occupations

Fourth or Sixth Gifts—
Carpenter bench.
Fifth or Sixth Gifts—
Carpenter shop.
Sticks—
House the children visited.



Sticks or Sticks—
Toy mended by carpenter.
Cutting—
Saw.
Hammer.

House.
Drawing—
Carpenter at work.
Tools.
Cutting, Folding, Pasting—
A house.
Painting—
The house constructed during previous lessons.
Clay—
Tools.
Sand—
Represent a street of houses, stores, etc., built by the carpenter.

Day at the Sea Shore

Talk.
Boats, sea shore, shells, light house, ocean, etc.
Story—
"Linda and the Lights."—In the Child's World.—Poulsson.
Rhyme—
"Dance To Your Daddy."—Mother Goose.
Song—
"Water Music."—Song Primer.—Bentley.
"Once I got Into a Boat."—Song Primer.—Bentley.
"A Ship a Sailing."—Song Echoes.—Jenks-Rust.
Game—
"The Sailors."—Song Echoes.—Jenks-Rust.
Rhythms—
Rocking boats.
Illustrative Material—
Boats, pails, shovels, shells, pictures, etc.
Gift and Occupations—
Fifth or Sixth Gift.—Build lighthouse, pier, boat, etc.
Sand—
Play with pails and shovels and tin forms in wet sand.
Day on the Farm
Talk—
Farm animals, flowers, work of farmer, etc.
Story—
"Billy Bob-Tail."—A Kindergarten Story Book.—Hoxie.
Rhyme—
"A Farmer Went Trotting."—Mother Goose.
Song—

"In the Barnyard."—Songs for Little - Story—
Children, Vol. II.—Smith.

Games—

Barnyard.

My Pony.

The Farmer.

Dramatization—

Animal life.

Rhythms—

Animal activities.

Illustrative Material—

Pictures of farm animals and farm employments.

Gifts and Occupations—

Reproduce the buildings already made in connection with farm life.

Children choose the story. Play that the children are sitting under the trees during story time.

Rhyme—

Bo-Peep—

Song—

"The Train."—A Baker's Dozen for City Children.—Valentine-Claxton.

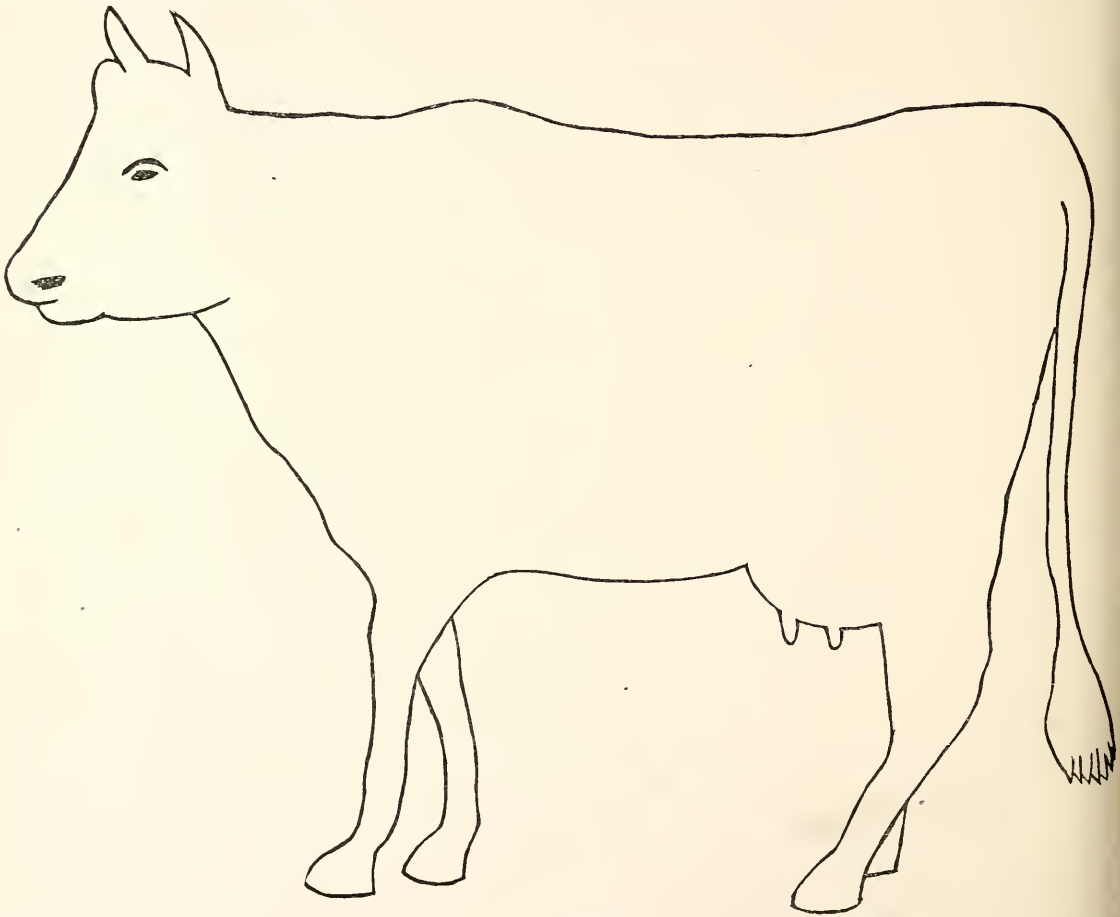
"The Zoo."—Song Primer.—Bentley.

"The Gold Fish."—A Baker's Dozen for City Children.—Valentine-Claxton.

Games—

"Let Us Chase the Squirrel."—Holiday Songs.—Poulsson.

"The Train."—A Baker's Dozen for City



Sand—

Represent the farm.

A Day in the Park

Talk—

Prepare the children to look for swans, monkeys, squirrels, sheep, people on horse back, etc.

Children.—Valentine-Claxton.

"Merry-Go-Round."

"Gold-Fish."—A Baker's Dozen for City Children.—Valentine-Claxton.

Dramatization—

Animals visited.

Rhythms—

Dance to the music of the merry-go-round and hurdy-gurdy.

Illustrative Material—

Pictures of animals we might see in a park.

Flower plots, stretches of grass, lake, boats, etc.

Gifts and Occupations—

Benches.

Arbors.

Boat house.

Boat.

Stairs.

Statues.

Sand—

Represent the park.

In visiting a kindergarten recently a method of packing the Fifth Gift was observed which greatly simplifies that difficult operation. It was as follows: At the end of the play the children placed their boxes on their chairs and proceed to fill them piece by piece in this order: First three whole cubes, then three cubes divided into quarters, then three cubes divided into halves. This completed the first "floor." The second and third "floors" were the whole cubes. It was all done so easily that the method seems worthy of being passed on.

The Process of Americanization in the Kindergarten and the school

[Concluded from page 301]

The kindergarten comes in. Childhood, like membership in the working classes, often has been looked upon as a necessary evil which one must endure as a stage in bringing about a larger life later on in himself or in some one else. The lower classes endured the double load of childhood and toil—never to become anything more than means. The children of the upper classes were born free from one and could escape in time from the other. Democracy awoke to consciousness with the first glimmer of recognition that the two principles belong in the life of each individual—that to the extent that necessity and leisure are segregated progress is limited. The old adage, "Necessity is the mother of invention," is true, but invention or progress like other children has two parents and it owes its existence as much

to its father, leisure, as to its mother, necessity.

One of democracy's important tools has been the kindergarten which has brought children into participation in a larger life. They are as thoroughly children as ever—more so in fact because each stage of life while recognized as leading to and serving others is also an end in itself and is to be lived to the full, not suppressed or apologized for. Children are not little beings wholly dependent upon present stimuli—they have imagination, ideas, judgments, reasonings. What we need is to find out better the real nature of these freer psychical processes in their lives and not to decide that they have none because their thoughts are not as our thoughts.

Many years ago in one of our large cities I planned an exhibit of handwork by the children. A prominent member of the school board inspected the work very carefully with me and then said with evident disappointment, "I do not wish to be misunderstood but this is not what I hoped to see. Someway it all seems to me very childish." I thanked him for saying what I had hoped someone would say for what is more worthy of the child than childishness? But we mistake greatly if we think that his childishness does not extend beyond things present and affairs of habit and drill. In these matters he is most like us but the intelligence which becomes more like our own with the advent of adolescence is not a new creation.

A teacher came to me to discuss plans for the next few years. For ten years she had taught day by day as well and hard as she could and then had given herself to a life in music, the drama and other arts, never dreaming that her two worlds could have any real relationship. As she naively said, "I have never associated much with teachers—they interest me so much less than do other people." A chance address by a friend had led her to see that there is a larger inclusion in which both of her lives are possible but richer and freer because co-operating instead of wasting energy in keeping up fences which no longer have any work to do.

It is this experience which has come to the American school and the kindergarten has been an important means in bringing

it about. It has shown that the prolongation of the period of growth means the keeping open of many doors of opportunity as long as possible. Childhood must enter into processes—it must participate in the method of that other great tool of democracy—the laboratory—and while forming habits as they are needed it too must have care that these shall not be impeding habits but members in a larger whole.

Privileged children have always enjoyed this larger life—it is this which has made them privileged. The kindergarten represents the stage when we became sufficiently civilized to pass the cup of privilege to all. The little one's self activity comes to be measured chiefly by his own co-ordinations and not so largely by external conditions. The measure of culture—the classic—which is to come into his life is to be his need—just so much as his initiative can use.

The great defect in any situation is the lack of machinery by means of which we can test and use those ideas and ideals which bridge in thought the gaps and chasms in our experience. The laboratory is the great tool to remedy this defect. It is no wonder that when the machinery of the kindergarten took form men used it elsewhere in the educational system. With approbation and in dissent it is said on many sides that the kindergarten method has pervaded the school even up into the university. While it may be that the kindergarten cannot be charged justly with all that is laid upon it, the movement of which it is a part has appeared, here as the elective system chiefly valuable because it motivates work on natural lines; there as the enrichment of the grammar school course; again as the tutorial system; once more as the balancing of interest and effort, the great centrifugal and centripetal forces of education.

Today we are struggling with the vocational education problem. All the results of the democratic movement appear in this contest. The world has never seen before so much evidence of intelligence in the discussion of a school problem. It is encouraging to see how plans are challenged which without the experience of recent years would have been counted next steps in progress. Evolution is first by chance

successes and later by conscious selection. It begins to seem that we are entering into the higher stage.

These are some of the considerations which appear in the process of Americanization in the kindergarten and the school. There are many temptations for these institutions to abide when the need is that they go on. The stage of life in which the idea became the tool we call the working hypothesis also produced less vital forms of idealism and transcendentalism which are ever ready to stay progress, using even religious sanctions to accomplish this end. Empiricism and materialism, too, have their retrograde tendencies which limit and take too little account of the freedom that comes from the recognition of the function of the absent.

America stands for an inclusion which takes account of the past as resource, the present and the future as co-operating factors, not as competitors; it stands for responsibility for material, process and result. I should like to discuss the ways in which we are learning to conserve elements which we have ruthlessly wasted. This is particularly true of the resources which the immigrant brings to us and which we cast aside not realizing that they are the first things in his growth.

An English writer has said that the history of progress is a record of the gradual elimination of waste. America has been the great waster. She is now awakening to the fact that to do her work as the great reconstructor she must be the great conserver. It is so easy to fall into the fallacy that is well stated "The test of any developing series is its highest member." I would amend this by saying that the test of any developing series must include its highest member. America is one of the highest members that life has produced but this makes her all the more dependent upon the rest of the organism and necessitates that she utilize fully the resources of her own children and of those who come to her. I recall spending a Sunday afternoon with a Swedish boy and his father. The son looked on in astonishment to find his teacher enjoying with the peasant father the gods and heroes of Norse mythology who at school had scarce standing room so hurried were we to introduce him to the

members of the Pantheon of Greece and Rome. It is this same principle which gives such great effectiveness to the work of Jane Addams. There are many sincere thinkers who see no way to save the industrial worker except by giving to him amusements and spiritual life apart from his work. This great prophet has stood for years for giving the worker opportunity to get at the meaning of what he is doing. Is there anything more spiritual for him than that? To the little child impatiently asking for the meaning of what he is concerned in can we afford to give any set of statements or symbols except those which furnish more significance to his experience? It is the other course which builds up in his life a dualism and leads in time to those gross forms of the return to nature which accompany revolutionary progress.

America can afford to neglect neither the highest organization life has reached nor the humble forms from which this sprang. It cannot be a partisan of necessity or of culture, of early specialization or of prolongation of growth—it must constantly enable a larger number to realize excellences which before now the world could not bear or use.

To help a child to become unselfish, self-reliant, kind, thoughtful, considerate, honest and independent; to train to habits of usefulness; to promote purity of thought and life; to have even some small part in awakening loftier purposes and holier aspirations; to arouse in the minds of boys and girls an honest and sincere hope to be able to some extent to make happier the school, the home, the community, the state, the nation, and the world—should be the greatest ambition of every teacher. —*Richard C. Barrett* State Superintendent of Public Instruction, Des Moines, Iowa.

Florence Holbrook, Chicago: The silence of a schoolroom is sometimes thought to be good discipline, but is too often an indication that nothing is being done, and a buzz, sometimes mistaken for disorder, indicates a busy, interested class.

The Ruberta Tanquary French Kindergarten, Denver, Colo.

Children of the Ruberta Tanquary French Kindergarten and French Play Class who rendered five playlets in French. (See illustration on following page). The drama is an important feature of this school where children learn to speak French by the natural method—as they have learned to speak English.

Mounting Pictures

In these days when schoolroom decoration is receiving so much attention, and when we realize more and more the importance it is to play in the education of the little ones, we put forth every effort to place before our children pictures from master hands only.

Sometimes our efforts fail because of a lack of artistic mounting. Often the effect of the picture is entirely spoiled by its being held in place by a pin, or by not having an artistic frame.

I have tried a way of mounting pictures, such as the Perry prints, and the result is so pleasing, and the way has been so welcome to our teachers, that perhaps you would like to give it to others.

I took the covers of chalk boxes and tinted them in rich shades of browns, greens, and dull reds, with water colors, taking care that the shades harmonized. The wood took the color well. After cutting off the white margins, I pasted the pictures upon the tinted backgrounds.

Seven or eight of the tiny mounted pictures will make a charming bit of decoration for a low wall space.

Dorothy (aged three) to her older sister—"I'm as tall as you."

Marjorie—"No, you're not. Stand up and see. There, you only come to my mouth."

Dorothy—"Well, I don't care. I'm as tall the other way; my feet go down as far as yours!"

Publisher's Note

This issue of the Magazine has been delayed for several days, awaiting report of the proceeding of the International Kindergarten Union, which has not arrived to date. Possibly the manuscript has miscarried in the mail. The matter will have to be carried over into the September number.

